

Rebuttal Expert Report of Michael Rodriguez

May 29, 2020

*In re Delaware Public Schools Litigation*

## **I. Background and Subject Matter of Opinion**

I am the Associate Secretary of Student Support for the Delaware Department of Education (DDOE). My office oversees a number of programs, including school improvement, Title I, and 21st Century and Opportunity Grants. Before joining DDOE in 2017, I was principal of North Georgetown Elementary School in the Indian River School District starting in 2016.

I have worked in or with public schools for the past 20 years. In 2000, I was hired by the Allentown School District in Pennsylvania as an emotional support teacher. I was promoted to administrative intern at Midway Manor and Wilson Early Childhood Centers in the Allentown School District in 2003, and then appointed principal of Central Elementary School in 2004. In 2011, I was appointed principal of William Allen High School, and I then served as principal of Herbert Hoover Elementary in the Neshaminy School District until 2016.

Before beginning my career in education, I enlisted in the United States Army in 1989 and am a veteran of the Persian Gulf War. I obtained a Bachelor of Science degree in Criminal Justice from Kutztown University in 1995, and I completed a Master of Education degree in Special Education from Lehigh University in 1999. I later received an additional Master's degree in Educational Leadership from Wilkes University and a Superintendent Letter of Eligibility from Lehigh University.

This report summarizes my opinions regarding certain programs and resources available to students in Delaware public schools, in response to portions of the expert reports submitted by Dr. Clive Belfield and Dr. Hunter Gehlbach.

## **II. Statement of Opinion**

In my professional opinion, Delaware school districts have adequate resources to provide, and do provide, programs and interventions to increase student performance, including many of the interventions touted by Dr. Belfield and Dr. Gehlbach.

## **III. Bases of Opinion**

This opinion is based on the numerous programs and resources offered and/or supported by the DDOE as well as my experience as a teacher and as a school administrator.. Many of the interventions listed by Drs. Belfield and Gehlbach are most appropriately selected and implemented by school districts, or individual schools, not at the state level. That is, DDOE may not require the specific interventions listed in their reports, but DDOE provides grants, guidance, and technical assistance to allow schools and school districts to implement any number of programs and interventions to support students.

Delaware is a local control state, meaning that school districts are given significant independence in how state funds are applied in order to comply with all applicable federal and state statutes as well as to operate their own schools and district services. While DDOE is principally tasked with ensuring compliance with those applicable regulatory requirements, we are more importantly tasked with serving as a repository for best practices and resources to support schools in their efforts to address providing the best possible educational experience to their students. To that end we often operate in a customer service driven role which serves the needs of all schools and students. In some cases DDOE can leverage its resources to offer direct training or programming for school staff, which districts may choose to participate in and ultimately decide if these programs are worth continued investment of their own local financial resources to continue.

The examples provided below are not meant to be inclusive of all programs available to Delaware students but are meant to demonstrate in general the types of programming, how they may originate and how DDOE provides support or guidance.

#### **A. School Counselors**

There are approximately 300+ school counselors tasked with meeting the academic, social/emotional and career needs of students in Delaware. DDOE strives to support these counselors and their students by offering relevant professional learning opportunities, providing technical assistance, continuously monitoring and updating applicable regulations, and maintaining and sharing access to resources and technology.

The role of the school counselor has undergone a significant transformation in the last 20 years. Understanding the importance of the role and the need for direction, Delaware adopted the use of the American School Counselor Association (ASCA) National Model (Regulation 545) to guide school counselor programming, but it does not regulate what specific programs or interventions must be used to meet their goals. The current model is made up of four components: define; manage; deliver; and assess. School counseling programs are *defined* by sets of standards and competencies. The *Mindsets & Behaviors for Student Success* are student standards that specify the attitudes, knowledge and skills students should be able to demonstrate as a result of the school counseling program. Professional and ethical standards for school counselors are also found in this component. School counselors apply these standards to best *manage* their programs in alignment with their mission and vision statements. They use data to develop program goals and subsequent classroom, small group and closing-the-gap action plans to meet the needs of all students. This component also includes the development of calendars, lesson plans and an advisory council. School counselors then *deliver* services in two distinct ways. Direct services are in-person interactions with students and indirect services are services that are provided on behalf of students, such as collaboration, consultation and referrals. Finally, school counselors regularly *assess* their programs to determine effectiveness. Data analysis

includes: reviewing who participated in what activities; which standards students learned; and how did learning impact attendance, achievement and discipline. All of these components also include the recurring themes of leadership, advocacy and collaboration that are so important to the role of today's school counselor.

## **1. School Counseling Plans**

In 2014, an advisory council made up of a diverse group of practicing school counselors, retirees and counselor educators came together to develop a plan to transform school counseling in Delaware. The work began with a recommended update to Regulation 545 to align it with the revised version of the ASCA National Model. This regulation requires every school in each district to implement a school counseling program based on the ASCA model to meet the needs of all students. The regulation was successfully revised to reflect the changes that had been made to both the national standards and framework.

With the regulation revision accomplished, the council could move towards successful implementation. A series of Delaware specific templates were created for counselors to use when developing their plan in order to provide consistency throughout the state. To ensure counselors have access to the data they need to drive the creation of their program goals, the council initiated a request for a school counselor specific data report that could be run through the EdInsight Dashboard. This report now allows school counselors to review key data points over a three-year period to examine trends and identify areas of need. Finally, the group collaborated with members of Teaching and Learning to revise the school counselor DPAS II growth goals for school counselors and align them to the changes.

The changes to the regulation, new national standards, creation of templates and data reports generated a need for professional learning. Training was provided to school administrators and focused on the role of the school counselor and the requirements of the regulation. Support to the counselors was provided via focused and on-going opportunities throughout the 2015-2016 school year. Participation in these training opportunities was open to all counselors, but ultimately was dependent on the discretion of the districts.

Since that time districts have completed the submission process each August. A rubric was developed based on ASCA's rubric for evaluating excellent school counseling programs and it was used to evaluate each program and provide feedback to each school. Lead counselors from each district were trained on the rubric. Those counselors then conducted peer evaluations of the plans in order to foster the development of content experts in each district and provide feedback to the districts to encourage growth.

To provide technical assistance to counselors, DDOE offered opportunities for counselors to participate in focused training groups. The focus groups were open to any counselor who wanted to participate, again at the discretion of the district. These groups provided in-depth

training on the ASCA Model and provided a valuable opportunity for collaboration across districts.

In the summer of 2019, ASCA released the 4<sup>th</sup> edition of the National Model. Immediately following its release DDOE began working to revise Regulation 545 and the process for school counseling plans to ensure alignment with the new model. Input from practicing school counselors was sought throughout the process. The format for the process was also revised and a virtual binder was created to make it easy for the counselors to access all of the new information in one place. The binder can be found at <https://www.livebinders.com/b/2626128>. The new process was rolled out to lead counselors from each district in February 2020.

At the same time the new process was being created, DDOE partnered with ASCA and the Delaware School Counselor Association (DSCA) to create the Sapphire Award for Excellence in School Counseling. This award was created to recognize exemplary school counseling programs in the state of Delaware. ASCA has approved this process to concurrently result in the school receiving ASCA's RAMP (Recognized ASCA Model Program) recognition, which is a national award. This will ease the potential burden on schools by not requiring two separate applications.

A new model also meant the need for updated training for the counselors. DDOE provided training to lead counselors around the changes to the new model in the fall of 2019. Lead counselors could then return to their districts and use the DDOE provided training materials to train the rest of their counselors. This same training was also provided to the Delaware School Counselor Association Board, who, seeing the value, collaborated with DDOE to provide breakout sessions at their winter conference.

The 2020 school year also saw the revision of the process by which school counseling plans were evaluated. The recommendation from the original advisory council was that each school should receive full feedback for three years and then move to a cyclical review. Schools were put into review groups based on their score with the lowest scores receiving a full review this year, the middle scores receiving a full review in 2020-2021 and then the highest scoring schools reviewed in 2021-2022. Schools who are not scheduled for a full review receive a completion review to ensure compliance with the regulation. In addition to the changes to the review schedule, the process for the reviews was changed. Counselors who wished to participate in the reviews submitted a brief application. A group of counselors was selected and then provided a full-day training session on how to conduct the review and provide feedback. Each counselor was assigned a group of schools to review (each school was reviewed by at least two counselors). The reviewers then came back together to compile their scores and feedback into reports. Scores and feedback on all reviews were distributed back to the districts.

## **2. School Counselor Preparation**

DDOE established a strong working relationship with the Chair of the School Counseling program at Wilmington University, which has the only school counseling program in the state. Recognizing the need to improve the rigor of school counselor preparation, the University radically revised its program to align with national best practices and ASCA. Wilmington University sought input from various stakeholders including the DDOE. There was also collaboration with members of Teaching and Learning to modify the survey provided to school counseling program graduates to reflect best practices in counselor preparation. DDOE continues to work collaboratively with Wilmington University's school counseling program to ensure alignment between preparation and practice.

## **3. School Counselor Certification**

The original advisory council work also resulted in recommendations to update the school counselor certification regulations to align with national trends. DDOE then worked with the Professional Standards Board to update the requirements to meet national best practices. Revisions to regulations 1522 (Elementary School Counselor) and 1545 (Secondary School Counselor) were adopted in July 2016. Additional revisions were made to the regulations in 2020 to align them to the structure of the other certification regulations and also allow for internships to be done at the middle school level which was inadvertently left out of the previous revision.

## **4. Technical Assistance**

The DDOE provides on-going technical assistance to school counselors and their district level supervisors. This technical assistance is provided in various forms. Easier access to data has been provided through the development of the EdInsight Dashboard, including counselor specific data reports and student group reports. The state coordinator attends district meetings upon request, responds to questions via email and phone and initiates collaboration districts.

## **5. Professional Development**

In addition to the professional development provided around the ASCA Model, the Department provides on-going opportunities based on best practices and need. The state coordinator holds quarterly meetings for lead counselors. These meetings have included topics such as, supporting EL students, adverse childhood experiences and trauma, the Brain Architecture Game, using the EdInsight Dashboard, CTE programs, creating secondary advisement plans, Certificates of Multi-Literacy, supporting military connected youth, the Military Interstate Compact, suicide prevention, data informed school counseling, etc. These meetings are also used to invite organizations to talk to counselors about their services and resources, such as the Parent Information Center of Delaware, National Guardian Youth ChalleNGe Academy, Special Olympics/ Unified Sports and more. Lead counselors are then

provided a presentation and the materials so they can return to their districts and provide the same information to the other counselors. The state coordinator also collaborates regularly with the Delaware School Counselor Association (DSCA) to plan both keynote and breakout session opportunities for the DSCA winter and spring conferences. Topics have included: trauma informed care; mental health issues like anxiety, depression and self-harm; supporting LGBTQ youth; social emotional learning; understanding body language; gang awareness; bullying; active shooter and many more. While there are many valuable professional development opportunities that provide exposure to a wide range of topics and resources available to counselors, actual participation varies because it is dependent on the discretion of the district and/or school leadership.

## 6. Responses to Specific Statements from Gelbach and Belfield

**(a) Tutoring.** While supporting students academically, school counselors often identify students who would benefit from additional academic support. Sometimes this may mean connecting students to school supports that are already in place, like after school extra-time programs, but other times counselors may develop additional programs to meet student needs. For example, the counselor at Showell Elementary School, in the Indian River School District, identified a group of students who were not completing homework. After talking to her students, she found that many of them did not have someone at home that was able to help them. As a result, she established a morning tutoring opportunity in which identified students came into the cafeteria for breakfast and also received help from either peer tutors or volunteers from the community. She was able to show the impact this program had by analyzing homework completion rates and grades. The counselor presented this information at a lead counselor meeting facilitated by DDOE.

**(b) School Counselors.** Gelbach refers to data that shows students do not receive the mental health services they need. It is important to note that counseling provided by school counselors is meant to be brief and solution-focused in alignment with the training they receive. Oftentimes, the mental health support students need are beyond the scope of the school counselor's expertise and therefore, they must refer students for counseling outside the walls of the school.

Gelbach also cites Delaware's school counselor ratio data from 2013-2014 as 436:1. According to the American School Counselor Association, Delaware's ratio for 2018-2019 has improved to 382:1. It is also important to note that while the recommended ratio is 250:1, the national average is 430:1, and only two states (Vermont & New Hampshire) fall at or below the recommended ratio. At the time of that report, 20 states have ratios lower than Delaware. Delaware's ratio is significantly below the national average, but has been improving. <https://schoolcounselor.org/asca/media/asca/home/Ratios18-19Lowest-to-Highest.pdf>

**(c) Social, Motivational, and Self-Regulatory Aspects of Learning.** School counselors focus on three domains: academic, social emotional and career. The importance of social emotional learning can be found in several of the ASCA Behavior Standards. Therefore, school counselors play an important role in identifying and advocating for resources and school-wide initiatives focused on these topics. One of the most frequently used SEL tools in Delaware is Second Step (found on the What Works Clearinghouse & Washington State Institute for Public Policy touted in Belfield’s report). Some schools, such as Academy of Dover Charter School, chose to use Opportunity Funds to purchase the Second Step program. While others, like Milford School District, invested in the program prior to Opportunity Funds and are implementing it in all of the elementary schools in their district. The counselors in Milford are leading these lessons with the students. Other counselors, like the counselor at Linden Hill Elementary School (Red Clay), have taken a whole school approach to SEL by leading the implementation of the Leader In Me program. Elements of this evidence-based program are directly related to the skills Gelbach references.

Additionally, Delaware has joined CASEL’s Collaborating States Initiative. The goal of the initiative is to establish consistent language, competencies and resources all related to social emotional learning that districts can use to develop or improve upon existing SEL initiatives. Currently, the draft K12 competencies have been presented to several stakeholder groups for feedback and are scheduled to be presented to more. The team will also be identifying resources that schools can use to support student achievement of those competencies.

**(d) College Attendance.** Belfield states “high school dropouts cannot attend college.” That is not true in Delaware. Students can enroll in Del Tech with a high school diploma or GED, as long as they earn a minimum score on the Accuplacer or SAT.  
<https://www.dtcc.edu/academics/student-handbook/entering-college>

**(e) Belfield Table A5 (K-12 Path to Graduation).** Although not a comprehensive list, the following are programs listed by Belfield are offered in Delaware and have been presented through school counselor meetings and trainings:

- Dual Enrollment Programs
- ACT/SAT Test Prep – all students have access to Khan Academy
- Career Academies
- Talent Search – [The Owens Campus Educational Talent Search](https://destatetrio.wordpress.com/talent-search/) (<https://destatetrio.wordpress.com/talent-search/>) program serves 655 participants in 11 schools across 4 Sussex County school districts.
- Job Corps - [Wilmington Job Corps Center](https://wilmington.jobcorps.gov/) (<https://wilmington.jobcorps.gov/>)
- National Guard Youth ChalleNGe Program – Delaware partners with the District of Columbia [Capital Guardian Youth ChalleNGe Academy](http://cgycya.org/) (<http://cgycya.org/>) to provide



this resource. ([Delaware Information](https://delawarestatenews.net/schools/delaware-national-guard-partners-with-youth-challenge/) at <https://delawarestatenews.net/schools/delaware-national-guard-partners-with-youth-challenge/>)

- A.S.P.I.R.E / Stepping Up To Success (<https://www.dtcc.edu/youth/out-of-school-youth>) - This program provides eligible youth with effective and comprehensive activities that improve participants' employability skills and provides effective connections to employment. The program provides basic skills, GED® prep, referrals for diplomas, and employment training to include subsidized work experiences and occupational training. Available at Dover (A.S.P.I.R.E) and Georgetown (Stepping Up To Success) Del Tech campuses.
- [Upward Bound](https://www.dtcc.edu/youth/cub) (<https://www.dtcc.edu/youth/cub>) – Participating districts: Caesar Rodney, Dover, Lake Forest, Milford, Smyrna, Christina, Colonial, Laurel, Seaford and Woodbridge. Classic Upward Bound is a FREE academic and college preparatory support for high school students (grades 9 through 11) on their path to earning a college degree. Classic Upward Bound empowers participants to complete high school and enter and complete a program of postsecondary education by providing academic support, personal guidance, parent education, and enrichment services in the area of study skills, college preparation and financial aid. Students are exposed to a variety of educational, cultural events, career exploration and self-development opportunities. Moreover, campus tours, cultural trips, and college centered activities are an integral part of the Upward Bound Classic. Must meet program requirements. Program Highlights: Academic Support; Career Exploration; College Tours & SAT & ACT Preparation; Saturday Academy; Summer Academy with paid stipends; College Application and Financial Aid Assistance; First generation college student or low income (qualifies for free or reduced lunch)

## **B. School Climate and Discipline**

In 2018, the Delaware General Assembly passed Senate Substitute 1 to Senate Bill 85, which encompasses the development of a report regarding disproportionate disciplinary practices in schools and directs schools to implement responsive plans in the event that they exceed metrics outlined in Code regarding exclusionary discipline of racial and socioeconomic subgroups of students based upon a percentage of students excluded from those groups for disciplinary reasons. The enabling legislation directed DDOE to create a document annually which denotes the ratio of students within each racial subgroup, as well as students with disabilities, low income students and English learners. If a school suspended or expelled more than 20% of any of the subgroups, they would be identified in the Report for exceeding the threshold, which would reduce by 5% with each subsequent annual report until the ratio reached 10% where it would remain. Schools who exceeded the yearly threshold in any one subgroup for three years were directed to create a response plan utilizing one or more interventions noted

within the legislation. These plans would be approved by the local school board, publicized to parents and local stakeholders and submitted to DDOE

Prior to passage of this legislation, DDOE's School Climate Program had already begun developing updated professional development and technical assistance material that reflected current best practices in trauma informed and restorative disciplinary practices. Once the legislation passed, these reforms were incorporated in the new School Discipline Improvement Program (SDIP) which would encompass all of DDOE's efforts to comply with the Senate bill noted above. The SDIP began collecting resources meant to support districts and schools who were identified within the report as well as schools who simply desired to be more proactive in reducing their application of exclusionary discipline. Several of these interventions and supports are noted in the following examples provided as evidence of DDOE's commitment to reducing the overall use of exclusionary discipline as well as the negative impacts of disproportionate discipline in schools.

Since the SDIP was implemented, the rates of disparate discipline have improved statewide. The following are the key ratio changes in subgroup suspension and expulsion data since 2017, the first year DDOE began tracking this data using these metrics:

- Expulsions fell from 96 in 2017 to just 34 in 2019, from .07% of students to .02%.
- The overall ratio of all students who received an out of school suspension fell from 8.31% in 2017 to 7.63% last year.
- The ratio for African American students suspended fell from 15.62% to 14.35%.
- The ratio of Hispanic/ Latino students suspended fell from 6.31% to 5.71% last year.
- The ratio of students with disabilities who were suspended reduced from 15.43% in 2017 to 14.43% during the 2019 school year.

<https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/470/SDIP%202019%20Final%20Report%20as%20of%2030%20JAN%2020.pdf>

## **1. Restorative Discipline**

One example of how DDOE has provided resources and support to districts in this area is the Akoben Restorative Practices Program. DDOE contracted Akoben in 2012 to provide training for administrators at the district and school level in restorative discipline, trauma awareness, cultural and diversity education and impacts. The program was successfully delivered to 145 education leaders from throughout the state. In response to the introductory training, 13 of the 19 districts decided to continue the Akoben training and directly utilized local funding sources to continue the training. To date the program has been delivered to 52 schools staffs as well as 13 District wide trainings.

## **2. Technical Assistance**

Technical Assistance (TA) is the primary vehicle which allows DDOE's cadre of subject matters experts to deliver the most impact on schools in the way of providing knowledge and supporting capacity building. This training typically serves as a force multiplier as far as providing needed training to several district level personnel who can then share it out with school teams. As noted on page 11 of the Gelbach Report, there are significant interventions involving behavior of students and staff relationships which address "core psychological principles" that are free. TA is a tool that is used to impact the behavior, professionalism and growth of school staffs. Whether TA is delivered in the form of face to face district or school centric training or via an online learning management system such as the Schoology platform, there are many different cost effective resources that we provide at no cost to our schools, that are absorbed by DDOE in the form of the subject matter experts salaries and licensing of platforms for delivering such training such as the previously noted Schoology tool.

Over the past school year, for example, the School Climate Program conducted several customized TA sessions with districts and schools in Delaware, such as Indian River and Milford school districts. These trainings included a deep dive into their current data as reported in the SDIP and a process review of how a classroom behavior may escalate into a disciplinary incident and how school teams can look at these events to find a way to interrupt the behavior cycle before it becomes a discipline issue with a negative exclusionary result. Each district sent all of their principals and disciplinary leads to the TA sessions to discuss examples from their own schools and to brainstorm on concepts and practices to take back and implement in their schools.

The School Climate Program organized a small group of volunteers from districts, schools and community stakeholders called the School Climate Advisory Group (SCAG). This group meets regularly to discuss current trends in discipline and climate issues being experienced in schools to look for common solutions or shareable and actionable information to support their colleagues in other schools. These meetings often end in stakeholder partnerships with districts and schools to help address those issues. One such example that came from the SCAG is a pilot program developed by the ACLU in partnership with DDOE and the University of Delaware which was implemented at four Red Clay schools. The program involved delivering four training modules covering topics such as diversity in the school community, restorative and trauma informed discipline and parental engagement to support positive school outcomes. This program was again provided thanks to community financial support at no cost to the Red Clay District or its employees. The ACLU is working with another downstate district to provide this program again over the summer of 2020.

## **3. At-Risk and Delinquent Youth Programming and Support.**

The Belfield report uses several different data sets to try to capture the negative impacts of students who drop out or do not receive a satisfactory education on both their personal success

as a member of society as well as the societal fiscal impact. Normally, at-risk students and systems-involved students represent a high-risk cohort of students who often fall into one of these categories. Delaware has gone to great lengths to reduce the possibility of our systems-involved youth dropping out of schools.

The School Climate Program oversees two different funding streams which directly impact the educational services for at risk and delinquent students in Delaware. One program is the state funding allocated by the General Assembly to fund the Consortium for Disciplinary Alternative Programs (CDAP.) These are programs operated by the districts in each county to provide educational services to systems-involved youth who have been expelled, committed an expellable offense or are being transitioned from a secure care setting back into their home schools. The other funding source is the U.S. Department of Education Title 1 Part D funding (administered by DDOE) specifically set aside for improving the delivery of educational services within the secure care setting for youth and adult students with disabilities who are incarcerated in the adult setting before they turn 21 years of age.

As Gehlbach states, individual and small group tutoring can have a significant positive impact on the academic and social success of students. The CDAP programs are required to provide small group tutoring as well as small group mental health counseling for all participating students. To further support that goal, there is a portion of the set aside from state funds that is competitive and requires programs to compete for funds based upon a plan to not only address increased academic achievement through interventions such as individual tutoring but also includes a requirement for extra time education. Through this funding, all CDAP programs offer a summer program designed specifically to keep these high risk students engaged and reduce the possible negative impact of the so-called summer setback of lost momentum in learning. The end result includes tracking of the long term success of students who have left the CDAP programs and returned to school. In the short time we have monitored this data, there has not only been a reduction in the number of CDAP students who drop out, we have for the first time in the history of these programs seen five alternative school students who have been accepted as regular admission students into local colleges.

One of the goals of DDOE, set out in the State's Every Student Succeeds Act (ESSA) plan, is to increase the effective transition of students to and from the secure care setting, CDAP programs and their home schools with as little negative impact as possible. The School Climate Program supported the use of Title 1 Part D funding for the Department of Services for Children Youth and families (DSCYF), which operates all of our juvenile secure care facilities, to hire three transition specialists who serve as a regular stable conduit between students, families and their home schools to ensure that the students' needs are met by all of the parties involved in a timely fashion. In addition, the Delaware Office of Defense Services (ODS) applied for a grant to develop a product that would help parents, students and educational stakeholders to better understand their rights and the process of educational transition between all of these different

agencies. The ODS teamed up with the School Climate Program to develop a Delaware centric model which was then published and distributed to Districts and provided to every student who enters a DSCYF facility. This all occurred at no cost to the districts, students or their families.

### **C. Migrant Education**

DDOE also provides specific support and interventions focused on improving the academic achievement of migrant students in Delaware. This includes a summer program, with the following goals and objectives:

- Summer program that prepares migrant Pre-K children for entrance into Kindergarten to promote the development of each child's autonomy, social/emotional skills, cognitive skills, and physical skills by offering a summer enrichment program of educational activities specifically for migrant worker children for 4 hours each day at an offsite location (on-site for up to 4 children at the Milford Location).
- Improve reading proficiency for all migrant students through the use of diagnostic assessments and instruction administered through Curriculum Associates' I-Ready online reading program. Certified teachers and paras will administer the I-Ready program throughout the week in a separate setting which promotes learning and comprehension. Certified teachers and para will evaluate I-Ready scores on an ongoing basis and provide one on one educational opportunities for those individuals who are in need of additional assistance and practice.
- Improve English language development of migrant students who are English learners through the use of the WIDA W-APT or MODEL diagnostic assessment to determine English learner status and proficiency level and providing bilingual/ESL instruction. Each student participating in the program will be evaluated. Provide each youth positive interactions with English speaking and bi-lingual peers and staff and opportunities to make new friends and socialize.
- Provide students/parents health-related information through participation with the health agencies in the DDOE Migrant and Seasonal Agricultural Workers Council, local health and dental practitioners. Arranging health screenings and access to preventative follow up any acute episodic or chronic conditions if identified, well child visits with local vendors when available. Provide free nutritional breakfast, lunch, and snacks. Including health, safety, nutrition, and life skills activities in the curriculum.
- Conduct a combined cross-county parent engagement Family Day event at the opening of summer school in conjunction with the Sussex County MEP Summer School that is culturally appropriate and includes instructional and enrichment activities for migrant parents and children.

- Conduct individual parent conferences at the close of MEP Summer School to review each student's academic progress with his/her parents, identifying the areas of academic need and providing recommendations to migrant parents for supporting their children's education.
- Provide ESL services to migrant students identified as English learners that will support their language development in reading, writing, speaking, and listening.
- Provide enrichment activities in the form of educational field trips, excursions, and daily/weekly swimming and recreation events. The Boys & Girls Club will provide daily enrichment activities through an approved BGC curriculum. Field trips (both fun and educational) will be provided throughout the program.
- Provide intensive support to migrant PFS students that are in addition to the regular program of instruction provided to all migrant students.
- Provide migrant parents an orientation overview of the U.S. education system, attendance and grading policies, discipline and related information.
- Provide migrant students with school supplies, backpacks and materials before or during the close of summer school to equip migrant students to begin the fall semester of the regular school year.
- Conduct the annual Migrant Culinary Arts Day, a one-day event in conjunction with the Sussex County MEP Summer School.

There also is an after-school tutoring program for migrants. DDOE partners with the Boys & Girls Club of Delaware through the Greater Milford Boys & Girls Club site provides after-school tutoring for students within Sussex and Kent Counties who meet the priority for services criteria. Tutors will complete an initial home visit with MEP staff, conduct a needs assessment with each student, develop measurable objectives in the areas of reading and mathematics, and design lessons to meet each goal.

Other services for migrant students include the following:

- Identification and Recruitment
- Advocacy within the school system; Registrations and other school-related issues
- Referrals to other community services, such as Westside Family Healthcare, La Esperanza, and La Red Health Center
- School Supplies for Students
- Food and other life-sustaining items such as coats, blankets, mattresses, etc.
- Parent Access Meetings

#### **D. 21st Century Community Learning Centers**

The DDOE is the State's authorized oversight manager of the federal 21st Century Community Learning Centers (CCLC) Program. This program provides competitive subgrants to support local schools and community-based organization partners that provide afterschool and summer learning programs to students attending high-poverty, low-performing schools. The 21st CCLC programs are competitive for Title I-eligible schools and community partners. Delaware's 21st CCLC program distributes approximately \$5.8 million annually, and individual program funding ranges from \$50,000–\$400,000 per year, depending on the number of students served and the competition year funding parameters.

The DDOE manages the statewide competition and awards subgrants to eligible entities. Subgrant awards for 21st CCLC programs are for a period of 3 to 5 years. Subgrantees must primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or higher poverty level, based on the Expanded Poverty definition). Subgrantees must offer opportunities for families to actively and meaningfully engage in their children's education. (A component of this may include family member and caregiver literacy programs). Subgrantees are required to submit a "Sustainability Plan" describing how the community learning center will continue after 21st CCLC funding ends.

The 21st CCLC programs support academic enrichment activities that can help students meet state and local achievement standards in core academic subjects, such as reading and math; a broad array of additional enrichment services designed to reinforce and complement the regular academic program, such as: drug and violence prevention, career and technical education, counseling, art, music, STEM, physical activity, and nutrition programs; and literacy and related educational development services to the families of children who are served in the program. The 21st CCLC programs support tutoring and remediation for daytime school subjects in addition to offering other expanded clubs and academic activities. Many of the enrichment activities are decided by students and include a wide range statewide. Arts activities such as dance, theater, art, and music are popular, as are physical activities such as yoga, karate, gymnastics, Zumba, team sports, and others.

The DDOE provides support to eligible entities in several ways. There are pre-application sessions, sharing of best practices through quarterly 21st CCLC lead meetings, and Spotlights provided through social media. The Education Associate also makes all schools aware of the opportunities provided by the Delaware Afterschool Network (DEAN). There has been an annual convening Building Bridges over the past 2 years. This has been an opportunity for the existing programs and potential applicants to learn about best practices including, trauma awareness and social and emotional health.

The following are examples of some of the existing programs, as reported by the LEA's grant applications:

- **Cape Henlopen's Friends At Milton Elementary (FAME) Program**

Milton Elementary School (MES) and Cape Henlopen School District have partnered with the Milton Public Library and Milton Theater to create a newly expanded, integrated, and well-rounded program entitled Friends At Milton Elementary (FAME), with an emphasis on partnerships and community interactions. For the last ten years, the FAME program has been offered to all students in grades 2-5 at MES, with a concentration on the targeted population of low-income and low-achieving students. Of the 444 students enrolled at MES during the 2017-2018 school year, 41.7% of the population was considered low income, and 21.4% identified as English Language Learners.

The FAME afterschool program provides enrichment activities with project-based outcomes for students in grades two through five. During FAME, students also have an opportunity to read and complete homework with teacher assistance and guidance. The American Reading Company curriculum that is used in the classroom is utilized to accelerate students' literacy growth based on their independent reading level. Communication with the students' teachers keeps a constant connection for support in helping to reach goals and acquire success. The community partnerships, clubs, and tutoring through the FAME program prepare students for Smarter Balanced Assessments aligned to the Common Core State Standards (CCSS) in English Language Arts/Literacy and Mathematics. A summer program also is offered to students in grades 1-5 to help maintain academic skills, track student growth, and to preview main concepts for the upcoming school year.

- **Red Clay's SMART Academy at Lewis Dual Academy, Richardson Park Elementary, and Warner Elementary Schools**

The Red Clay Consolidated School District is completing its fourth year of implementing the SMART (Students Maximizing Achievement Relationships and Time) Academy with the objective of providing engaging academic programming for 3rd - 5th grade students. Together with Achieve 3000 and Children and Families First, the SMART Academy continues to support students at Lewis Dual Academy, Richardson Park Elementary, and Warner Elementary.

SMART Academy includes afterschool and summer programming designed to support students in high-needs schools with a focus on improved academic and social and emotional outcomes. In addition, SMART Academy aims to strengthen the partnership



between school sites and the surrounding community through service-learning opportunities.

SMART Academy offers extended-learning opportunities outside of the regular school day and school calendar. Through partnership with Achieve 3000 students are exposed to differentiated, age-appropriate text, both informational and fictional, to build reading comprehension skills. In addition, students are exposed to STEAM activities through stop-motion, robotics, computer coding, circuit building, and drama thematic units.

- **Capital’s Central Middle School**

The Central Middle School (CMS) “Students with Amazing Goals” Program (SWAG) was born from a sincere desire to provide a comprehensive, seamless system of wraparound services for the whole-child during arguably the most critical time for many students: the middle school years.

The goals of SWAG are combining rigorous, engaging academic and enrichment programming with prevention and social/emotional wellness activities under a single umbrella that is directly linked to the students school day. By organizing current, and targeting new partnerships to support specific and strategic goals for identified and currently underserved students and families community-based agencies such as the YMCA, Delaware Multicultural & Civic Organization (DEMCO), Wesley College, Kent County Community School (KCCS), Junior Achievement (JA), the Capital School District Nutrition Program, Bayhealth/DHS Wellness Center, Dover Police Athletic League, The Green Beret Project, and the Delaware Department of Transportation will bring quality, real-world, learning experiences to their students and family-based workshops and partnership with their parents.

- **DASL and CR’s McIlvaine Early Childhood Center, W. Reily Brown Elementary School, and Nellie H. Stokes Elementary School**

For young students and families who need academic, social, and family support outside of the regular school day, the Caesar Rodney School District offers an afterschool program that includes a focus on early literacy skills, appropriate social skills, and positive academic experiences for students and families. The Delaware Academy for School Leadership (DASL), a center within the College of Education and Human Development at the University of Delaware, has partnered with the district for four years to address the needs of kindergarten, first, and second graders at McIlvaine Early Childhood Center, W. Reily Brown Elementary School, and Nellie H. Stokes Elementary School.

Serving students from low income (51%) and minority (41.6%) backgrounds, this program has proven to increase the early literacy skills statistically lacking for the populations it serves. Through strategies such as systematic instruction in phonemic awareness and phonics and explicit instruction in comprehension, Caesar Rodney's afterschool program teachers help students build academic skills to successfully complete their grade.

Not only does the program aim for academic success, it also incorporates family events to build school connectedness with students and their parents/caregivers. With an academic focus, each school provides family events that aim to increase parent comfort within the schools and forms valuable home/school partnerships with a focus on student success. Parents create tools that can be used at home to build academic and social skills for their children.

Through intentional practices implemented during after school time, the three school sites engaged in the program builds positive school culture and prepares students to be productive adults. Students learn valuable lessons about positive interactions, responsibility, and respect through the implementation of character building philosophies aligned with positive behavior supports.

Together, the program components give students extra support to be successful in their early education careers. Through the commitment of talented teachers, school leaders, parents/caregivers, and DASL staff members, Caesar Rodney School District kindergarteners, first and second graders achieve academically, while building social and personal skills.

- **Freire Wilmington Charter School**

The Freire Wilmington 21st CCLC program is located at the Freire Charter School Wilmington school building for the large majority of activities and is staffed primarily with teachers and employees of the school. The program is very connected to the school's operations, staff, and facilities. The 21st CCLC program is directly aligned with the school's curriculum and with the Delaware standards and assessments and are used as the basis for teaching, research-based facilitative tutoring, and credit recovery activities. The program's community partners Junior Achievement, The Delaware Contemporary, and The Summer Collaborative.

## **E. Opportunity Grants/Funds**

The Opportunity Grant Fund was originally put in place, through the recommendation of Governor Carney and the DDOE, in the FY18 Appropriations Act, Epilogue Section 376 (House Substitute 1 to House Bill 225 of the 149<sup>th</sup> General Assembly.) This program is based on providing additional supports to low-income and English learner (EL) students. The initial structure provided \$1,000,000 for up to 10 competitive subgrants, and the FY19 Appropriations Act, Epilogue Section 360 (Senate Bill 235 of the 149<sup>th</sup> General Assembly) increased the amount of funding to \$6,000,000 and changed the program from competitive to non-competitive subgrants.

Under the FY20 Appropriations Act, Epilogue Section 341 (Senate Bill 225 of the 150<sup>th</sup> General Assembly), the program has been restructured from a subgrant structure to a funding program. All districts and charter schools were provided Opportunity Funding based on their enrollment of low-income and EL students. Additionally, the schools that received FY19 subgrants were provided additional funds for mental health supports and/or reading supports.

A look at the 2019 Opportunity Grant program provides examples of the type of programs and interventions Delaware school districts chose to implement in their schools. The program provided subgrants to schools that met a certain legislatively determined criteria. These criteria determined the allocation and was based on a school's percentages of low-income and English learners (EL) students. There were 46 schools that met these criteria for this program.

The funds were identified by the Epilogue for the "purpose of providing integrated student services, which may include trauma-informed supports to low-income or to provide additional supports to low-income and/or English learner (EL) students based on the needs of those students during the current school year." Information was provided to the school chiefs that outlined the parameters of the program in early June 2018. The enabling legislation provided certain specific parameters but did not mandate specific programs or named interventions.

That is, the schools were able to identify how the funds were to be used based on their individual context and communities, as those schools are best positioned to identify their needs and then to select interventions to best serve those needs. The application review process included feedback on each application and then assistance, as needed, to help in aligning the application to the requirements in the Epilogue language.

The DDOE provides support related to the sharing of best practices through various cadres and working groups, such as the Communication and Collaboration Network, School Climate Advisory Group, English Learner Cadre, Lead School Counselors, Lead School Nurses, Homeless Liaisons, 21st Century Community Learning Center leads that include local school personnel and DDOE staff. The DDOE also provided specific statewide Trauma awareness

training opportunities in all three counties through a contract with EducationHall during the 2018-19 school year.

Examples interventions implemented by schools included professional development for staff on trauma informed practices; family engagement activities; additional staff, such as licensed clinical social worker, school counselor, instructional paraprofessionals or English Learner teacher; interventions such as Responsive Classroom and Restorative Practices expansion and/or training; afterschool program to target literacy interventions and social emotional skills; implementation of social emotional learning curriculum such as PATHS®; and attendance at relevant professional development opportunities. A summary of the applications was created, and a few examples from specific schools' applications are as follows:

- **Warner Elementary, Red Clay Consolidated School District**

Warner Elementary is located in the Red Clay Consolidated School District serving 450 students in grades 3-5 with 85% of the student body identified as low-income. The school used funds for several investments. One was in the area of Restorative Practices. Their application indicated Restorative Practices will assist in building the staff capacity by training and coaching in the implementation of Restorative Practices, asset building, and trauma informed care and cultural responsiveness when effectively addressing the academic and social- emotional needs of students. Another investment was in a Full-time English Learner Teacher to support their EL students. The application stated this full-time EL teacher will work specifically with Warner's English Learners and/or with students for whom English is not their primary language in assisting in acquiring fluency in English both in the spoken and written word. Another investment was in after-school enrichment. The application stated the after school enrichment program will offer students the opportunity to reinforce Math and ELA core standards. The students will work with a certified teacher who will assist in homework completion and explanation of core competencies in both Reading and Math.

- **Academia Antonia Alonso Charter School**

Academia Antonia Alonso is a charter school serving 620 K-5 at-risk urban, low-income students with high levels of psychological, social and emotional needs. The application states more than 69% of the students at the school are English Learners (EL). The application indicates students come to the school with trauma related issues related to their EL status as well as students from low-income homes exposed to several adverse childhood experiences (ACEs) such as exposure to violence, death, and substance abuse. The school used the funds for several investments. The application indicates the employment of a Licensed Professional Counselor with trauma specialization and a Clinical Psychologist to more specifically identify, target, and address the psychosocial and emotional needs of students with serious behavioral issues in school. The application

indicates the employment of a Visiting/Truancy Specialist that would work with parents and students on attendance issues and to improve communication with the families. Other identified investments include reading supports for EL students through professional development and also the use of AmeriCorps members to work with students identified for additional support. It is noted that an amendment process was put in place in the event of changes in the originally proposed investments. For instance, an amendment for Academia Antonia Alonso was submitted to shift some of the funds from the Clinical Psychologist to Responsive Classroom professional development.

- **Eisenberg Elementary, Colonial School District**

Eisenberg Elementary is located in the Colonial School District serving approximately 450 students in grades K to 5. The application indicated investments for the school's EL students and as well as the low-income students. One of the investments was for Responsive Classroom training. The school had begun training in Responsive Classroom in 2017 and the application indicates the funds will be used to allow training for additional staff and deeper levels of training for previously trained staff. This also included participation in multi-day trainings with the goal of Certified Responsive Classroom Teacher to build internal capacity and the school leadership team participating in the Responsive Classroom Leadership Conference. Another investment was related to strengthening literacy for EL students and families. The application indicates participation in the TESOL (teaching English to speakers of other languages) conference and WIDA conference. The application indicated other investments such as the Imagine Learning 'seats' to support EL students. The application indicates the Imagine Learning program offers an individualized learning path that meets students where they are. Americorps tutors were also indicated. The tutors were identified to work with the most intensive EL students in grades 1-3. Other investments included technology purchases such as chromebooks, headphones, and iPads to support the use of the school's computer software programs. Parent Involvement family reading times at ESL nights. The purchase of Rosetta Stone seats to support their newcomers as well as their families were also identified. The application also indicated the expansion of summer programming.

#### **F. Other Programs and Interventions Being Implemented by LEAs**

The DDOE does not have information on every program or intervention available in every school. However, LEAs (including school districts) annually submit to DDOE a Consolidated Grant Application that lists programs for which the schools will implement using (at least in part) funds from federal subgrants. There are many interventions already in place across the state that are paid for with federal grant funds that contribute to improving student achievement. Listed below are the interventions in two different categories: those interventions

that align specifically with those mentioned by Gelbach and Belfield; and others related to but not specifically mentioned in those reports. The information includes the LEAs that use those interventions. Please refer to the attached chart of interventions at Exhibit A for additional or specific intervention information highlighted in red. Again, the table below includes only those districts that have listed the given intervention on the consolidated grant application. Many interventions that appear in the table are implemented by other districts as well but are paid for through funding other than federal grants.

<b>Aligned Interventions</b>	<b>Other Interventions</b>
RTI/MTSS/Tutoring/Small Groups – (Appoquinimink, Brandywine, C. Rodney, Cape Henlopen, Capital, Christina, Colonial, DMA, Delmar, FS Military, Indian River, Lake Forest, Laurel, Milford, MOT, NCC Vo-Tech, Newark Charter, Odyssey, Red Clay, Woodbridge)	ELA/Math/Technology Resource Teachers – (C. Rodney)
Counselors/Psychologists – (Christina, ECHS, Freire, Aspira, Laurel, Newark Charter, Odyssey, Polytech)	Spec. Ed/RTI/EL Teachers/Coordinator – (Campus Community, CS of Wilmington, Indian River, Kuumba, Aspira, Laurel, Polytech, Red Clay, Smyrna)
Extra Time on Task: After School, Extended Day, Extended Year – (Campus Community, DMA, ECHS, FS Military, Laurel, Milford, Odyssey)	Education Diagnostician – (FS Montessori)
Social, Motivational, Self-Regulatory – (Cape Henlopen, CS of Wilmington, Freire, Lake Forest, Laurel, Milford, Odyssey, Seaford)	Parent Community Engagement – (Indian River, Milford)

Early Childhood – (Christina, Red Clay)	School Uniform Assistance – (Laurel)
Teacher Professional Learning – (Campus Community, Cape Henlopen, Capital, Christina, Colonial, Delmar, FS Montessori, Indian River, Kuumba, Laurel, Milford, MOT, NCC Vo-Tech, Odyssey, Red Clay, Sussex Academy, Sussex Tech, T. Edison, Woodbridge)	
School Leadership – (DMA)	
Infrastructure Technology – (Seaford)	
Class Size Reduction – (Capital, Christina, Colonial, Freire)	

Title IV Part A is intended to help meet the goal that our educational system prepares every child to graduate from high school ready to thrive in college and careers by increasing the capacity to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. [ESEA Section 4101]. Below is a list of programs and/or activities that Delaware LEAs are implementing utilizing Title IV funds:

## Overview of Title IV Part A Spending (FY19 & FY20)

Well Rounded Educational Opportunities	Safe & Healthy Students	Effective Use of Technology
After-School Art Club	Restorative Practices Training	Digital Resources
Student Engagement – PD	School Counseling Resources	<i>Apple</i> Training Academy – PD
Parent Engagement Workshops	Equity, Diversity, and Bias – PD	<i>Apple/Google</i> Support
<i>Core Math</i> Night Expenses	Mental Health – PD	<i>IPAD</i> Keyboards
Effective PLC Coaching	Summer Jump Start Program	Technology Software
College Fair/Visits	Life & Social Skills Curriculum	Community Relations Committee
Parent Liaison – Staffing	<i>Master Lock</i> Door Bars	Blended Learning – PD
<i>VEX</i> Robotics Instructor	<i>Conscious Discipline</i> – PD	Distance Learning Development - PD
College/Career Readiness – PD	Trauma Informed Schools – PD	<i>Digital Convergence</i> Conference
Multi-Tier Support System -PD	School Climate Committee	<i>Modern Teacher</i> Coach

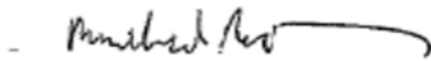


World Language After-School Program	Student Support Coordinator – Staffing	<i>SMART Board</i> /TV/Projectors
Math Coach – Staffing	<i>Leader in Me</i> - PD	<i>Chromebooks</i> /Carts
Strings Instruction	Suicide Prevention Program	Technology Integration – PD
<i>Junior Achievement</i> Program	Licensed Clinical Social Worker – Staffing	Parent Engagement - Technology
Visual and Performing Arts Resources	Social & Emotional Advisory Curriculum	Science/Math Conferences
Instructional Technology Night	Responsive Classrooms – PD	Instructional Technology Conferences
STEM/STEAM Events	Wellness Programs	<i>Study Island</i> Intervention Program
Library Programs	Freshmen Transition Programs	Technology Coach
Art Show	Crisis Prevention Intervention Conference	3D Printers
<i>Apple Music Redesign</i> After-School Program	Motivational Speakers	Assessment Management Platform
<i>Math 24</i> Program	Mental Health Resources	CTE Support
Social Studies Bowl	Online Safety Consultant	Hardware Purchases

Student Leadership Training	<i>PBS</i> Team	
<i>Future of Education</i> Conference	Wellness Center Staffing	
<i>DE Science Coalition</i>	Active School Shooters Conference	
Advanced Placement/Dual Enrollment	Excellence and Equity School Partner	
Planetarium Visits	6 <sup>th</sup> Grade & Freshman Transition Programs	
After-School Tutoring	Additional School Nurse – Staffing	
<i>A.V.I.D.</i> Program	Yoga/Zumba for Kids Program	
<i>ART Fusion</i> Program	First Aid Resources	
<i>Imagine Math</i> Program	Licensed Clinical Social Worker	
Talented and Gifted Teacher	Equity, Diversity, and Bias Trainings	
<i>F.A.M.E.</i> Program	Active School Shooters Training	

DDOE provides support in these interventions through the annual Title Programs Workshops which includes a review of Federal requirements, Data Disaggregation & Needs Assessment Planning, examples of how to spend and leverage funds, etc. Additional support is provided through brainstorming sessions with LEA representatives on an as-needed basis, consolidated grant application process support, cross monitoring visits, etc.

I hereby submit the information provided in this rebuttal report.



.....  
Michael Rodriguez  
Associate Secretary  
Delaware Department of Education

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
Academia Antonia Alonso (LEA)	ESSA Requirement - 6.c. Additional educational assistance is provided to individual students who need help in meeting challenging State academic standards through the RTI and SST process. For students with disabilities, IEP goals, accommodations, and services help to support the needs of each individual student not only to succeed academically, but also to meet challenging State academic standards.	Title I Budget - no specific budget items found Title II Budget - no budget
Academy of Dover Charter School (LEA)	ESSA Requirement - 6.c. Many teachers provide tutoring to students if they are not meeting the standards. However, each spring AOD holds a 10 week Enrichment Camp after school. This program runs twice a week for an hour after school and works to help students that need additional instruction in a small group setting in addition to their regular daily instruction. The last two years, this program has been successful. The RTI process allows for small group support within the classroom to assist teachers in making sure the students are receiving the skills needed to meet their instructional expectations for their grade level.	Title I Budget - no specific budget items found Title II Budget - no specific budget items found
Appoquinimink School District	ESSA Requirement - 6.c. The RTI process is used to monitor students at risk for academic failure. Each building is expected to hold 6 and 12 week meetings to review data and discuss student performance. Based on meeting data, intervention plans may be developed or revised. Quarterly data is provided to building leaders where data digs result in the review of report card, discipline and other relevant data to make decision about PLC needs and staff professional development.	Title I Budget - iTracker through DSC to track and provide progress monitoring data for students in needing intervention Title II Budget - Contracted services to provide instruction to private schools through Learn IT (5 students @ 915 PPA through Learn IT), Dibels: Amplify contract - benchmark and progress monitoring assessments to be consistently used to identify student needs for targeted, small group instruction. Site License with Amplify, DSC - ITracker: a platform used for small group and MTSS to warehouse student goals, assessment history, and trajectory of improvement with progress monitoring.
Brandywine School District	ESSA Requirement - 6.c. The District has a well defined RTI system in place that ensures that student data is monitored on going and targeted interventions are implemented based on the results. This system is in place across both elementary and secondary schools.	Title I Budget - 1.5 Academic Tutor to support Response to Intervention (Harlan) Title II Budget - no specific budget items found
Caesar Rodney School District	ESSA Requirement - 6.c. Students not meeting grade level standards are provided additional reading and math support, as needed, from building reading specialists/ ALTs/ instructional paraprofessionals and special education teachers utilizing research-based best practices. Progress monitoring will be conducted through DIBELS and iReady testing and curriculum-based assessments. Regularly scheduled RTI meetings ensure all students are monitored for progress and are the forum for the creation of additional interventions as needed.	Title I Budget - (1) Employ 0.64 FTE District ELA Resource Teacher to provide support to Early Intervention Program (3- and 4 -year-old) students on a weekly scheduled basis and to also provide additional instructional support for at-risk students (Brosius); split funded 64% Title I, 18% IDEA and 18% DOD local funds (2) Employ 0.82 FTE District Technology Resource Teacher to provide additional instructional support for at-risk students (Bush); split funded 82% Title I and 18% DOD local funds (3) Employ 0.82 FTE District ELA Resource Teacher to provide additional instructional support for at-risk students (MacPherson); split funded 82% Title I and 18% DOD local funds (4) Employ 0.82 FTE District Math Resource Teacher to provide additional instructional support for at-risk students (Carr); split funded 82% Title I and 18% DOD local funds (5) Contract with Kelly Services to provide substitutes for teachers to learn effective teaching and assessment strategies for at-risk students in addition to supporting iReady PD using data. (6) iTracker Pro for data analysis grades K-5 to gather data to support at-risk students Title II Budget - no budget
Campus Community Charter School (LEA)	ESSA Requirement - 6.c. Students that are determined to need additional educational assistance receive the following assistance: -RTI instruction, in small groups, for a minimum of 30 minutes per day, up to one hour per day. -After-school academic assistance within the ACES after-school program. -In-class, small group instruction	Title I Budget - Salary to provide summer school for struggling students who are in danger of being retained - 6 teachers - \$100 daily rate (1/2 day) 30 days - 6 teachers Title II Budget - (1) In house Responsive Classroom Advance Training; (2) Responsive Classroom 1 workshop for new staff members who have not received the level 1 training; (3) Responsive Classroom books for staff members and a resource library to support their training and the mission of the school (Solving Thorny Behavior Problems, Teasing, Tatting and Defiance, Teaching Children to Care).

LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
Academia Antonia Alonzo (LEA)	ESSA Requirement 6.c. Additional educational assistance is provided to individual students who need help in meeting challenging State academic standards through the RTI and SST process, along with adaptive curricular instruction. For students with disabilities, IEP goals, accommodations, and services help to support the needs of each individual student not only to succeed academically, but also to meet challenging State academic standards.	Title I Budget - no specific budget items found. Title II Budget is N/A
Academy of Dover Charter School (LEA)	ESSA Requirement 6.c. Many teachers provide tutoring to students if they are not meeting the standards. However, each spring AOD holds a 10 week Enrichment Camp after school. This program runs twice a week for an hour after school and works to help students that need additional instruction in a small group setting in addition to their regular daily instruction. The last two years, this program has been successful. The RTI process allows for small group support within the classroom to assist teachers in making sure the students are receiving the skills needed to meet their instructional expectations for their grade level.	Title I Budget - no specific budget items found. Title II Budget is N/A
Appoquinimink School District	ESSA Requirement 6.c. Teachers throughout the district use the professional development days in the calendar to focus on curriculum development and revision based on student needs and alignment to the CCSS. Through the PLC process formative assessments are developed and used to assess student learning and progress toward the standards and established benchmarks. Instructional rounds and walkthroughs, followed by feedback (written and oral) to teachers serves as a means to monitor the implementation of established curriculum and the identification of trends leading to future professional development or changes to written curriculum expectations. The RTI process is used to monitor students at risk for academic failure. Each building is expected to hold 6 and 12 week meetings to review data and discuss student performance. Based on meeting data, intervention plans may be developed or revised. Quarterly data is provided to building leaders where data digs result in the review of report card, discipline and other relevant data to make decision about PLC needs and staff professional development.	Title 1 Budget - Contracted services to provide instruction to private schools through <b>Learn IT</b> (5 students @ 915 PPA through Learn IT), <b>Dibels</b> : Amplify contract - benchmark and progress monitoring assessments to be consistently used to identify student needs for targeted, small group instruction. Site License with Amplify, DSC - <b>ITracker</b> : a platform used for small group and MTSS to warehouse student goals, assessment history, and trajectory of improvement with progress monitoring. Title II Budget - No specific budget items found.
Brandywine School District	ESSA Requirement 6.c. The District has a well defined RTI system in place that ensures that student data is monitored on going and targeted interventions are implemented based on the results. This system is in place across both elementary and secondary schools. Budget - no specific budget items found	Title 1 Budget - no specific budget items found. Title II no specific budget items found.
Caesar Rodney School District	ESSA Requirement 6.c. Students not meeting grade level standards are provided additional reading and math support, as needed, from building reading specialists, ALTs, instructional paraprofessionals, and special education teachers utilizing research-based best practices. Progress monitoring will be conducted through DIBELS and iReady testing and curriculum-based assessments. Regularly scheduled RtI meetings ensure all students are monitored for progress and are the forum for the creation of additional interventions as needed.	Title I Budget - <b>iTracker Pro</b> for data analysis grades K-5 to gather data to support at-risk students and contract with <b>iReady</b> to provide individualized school PD to analyze data and determine next steps. Employ 0.82 FTE District <b>Technology Resource Teacher</b> to provide additional instructional support for at-risk students (Bush); split funded 82% Title I and 18% DOD local funds, Employ 0.82 FTE District Math Resource Teacher to provide additional instructional support for at-risk students (Potter); split funded 82% Title I and 18% DOD local funds, employ 0.64 FTE District <b>ELA Resource Teacher</b> to provide support to Early Intervention Program (3- and 4 -year-old) students on a weekly scheduled basis and to also provide additional instructional support for at-risk students (TBD); split funded 64% Title I, 18IDEA and 18% DOD local funds, and Employ 0.09 FTE District Technology Resource Teacher to provide additional instructional support for at-risk students (Boulden); split funded 9% Title I, 73% Academic Excellence Unit and 18% DOD local funds. Title II Budget is N/A
Campus Community Charter School (LEA)	ESSA Requirement 6.c. Students who need additional assistance receive help through one or more of the following: RTI intervention groups for 30-60 minutes per day, In-class small group instruction and reteaching, after school tutoring summer school.	Title 1 Budget - <b>Special Education/RTI/ELL Coordinator</b> - position will support struggling special education/ELL and RTI students, through providing classroom, small group and individual student support. Writing and managing IEP goals. In addition, this role will support the teaching staff, both general education teachers and special education along with ensuring the department goals are met. Kelly Summers will fill this position. Total daily rate is \$ - 327.87 contracted for 185 days - 1 FTE. To provide <b>summer school</b> for struggling students who are in danger of being retained - 6 teachers - \$100 daily rate (1/2 day) 30 days - 6 teachers. Title II Budget - No specific budget items found.

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
Cape Henlopen School District	<p>ESSA Requirement - 6.c.Afterschool programs at the elementary schools Extra time programs at the middle schools Twilight/daylight programs at the high school Tutoring AVID Strategies Multi Tiered System of Support Mentoring</p>	<p>Title I Budget - (1) 75 hours of tutoring; (2)Cost for <b>SchoolPace</b> from American Reading Company for supplemental access to online version of reading curriculum for the purpose of differentiation in small groups and screening for Rtl; (3) Curriculum supplies to support <b>Rtl for math and reading</b> such as Bridges Intervention Kits, American Reading Co. Foundation Tool Kits. Title II Budget - Substitute salary costs for professional learning for 27 teachers for <b>Restorative Practices</b> for Champions with Akoben from each of the nine schools for one day. The Akoben contract will be paid for as part of Title IIA (Contractual)</p>
Capital School District	<p>ESSA Requirement - 6.c.Teachers are provided professional learning and the required resources to meet the needs of the students in selected interventions . Students are also provided extra time through after school support and summer course work. Students are identified and monitored through the PLC and leadership team meetings.</p>	<p>Title I Budget - Holy Cross Contract with <b>Reading Assist</b> to provide Reading Interventions for identified students Title II Budget - (1) <b>Class Size Reduction Math Teacher</b> (DHS 1); (2) Class Size Reduction Unit Math (DHS 2); (3) Class Size Reduction Unit Math (CMS); (4) Class Size Reduction Unit Math (WHMS); (5) Provide stipends to support Tier II Academic Teacher Leader PLCs to be held after school 9 times per year x 90 mins per PLC. This professional development will provide support for High School content teachers to use data to provide small group instruction and targeted interventions for students in academic need; (6) Provide extra time funding to support visiting teachers (summer and/or after school) in providing <b>professional development on cultural diversity</b>, developing strong mentoring programs, and homeless services to staff working in schools.</p>
Charter School of New Castle (LEA)	<p>ESSA Requirement - 6.c. We have a Mental Health Team that also consists of a Psychologist on staff to meet the needs of children who's personal lives or other circumstances are having an impact on their academic progress. We also help parents with job assistance.</p>	<p>Title I Budget - no specific budget items found Title II Budget - no specific budget items found</p>
Charter School of Wilmington (LEA)	<p>ESSA Requirement - 6.c. CSW has developed a system to identify students who may need additional resources for college readiness. Currently there are twelve teachers and two administrators trained in the CRSP program. Student volunteers are used as additional tutors. This also includes additional class time and pull out groups.</p>	<p>Title I Budget - Salary for <b>Special Education Coordinator/Facilitator/Diagnostician</b> .7766FTE IDEA611 Team leader/educator for <b>AVID CRSP program</b> .2234FTE Title I-a.</p>
Christina School District	<p>ESSA Requirement - 6.c. The Rtl program requires ninety minutes and one hundred fifty minutes of additional targeted instructional time per week for tier two and tier three students respectively in ELA and Math. All of our Middle Schools collaborate with 4H program to provide extended day programs for identified students. Reading Specialists, one at each of our eighteen elementary schools, pull groups of identified students for additional reading instruction. Mathematics Interventionists, one at each of our four middle schools, pull groups of identified students for additional math instruction.</p>	<p>Title I Budget - (1) <b>Class-size Reduction Teachers</b>. 100% of 7 FTE; (2)PRE-K Teachers. 100% of 4 FTE; (3) <b>Tutoring Services</b> provided by Learn It Systems, Inc.; (4) <b>Advanced Placement Teacher Training</b> provided by AP Institute or College Board, or University of DE; (5) Various Professional Development Services provided by Demme Learning, DREAMBox, ASCD, ACTFL, and others to be determined; (6) Student <b>Support Services</b> provided by A Friend of the Family, Delta T/Staffing Plus, or Positive Directions; (7) <b>Elementary Counseling Services</b> provided by Delaware Guidance, Positive Directions, or Pathways Behavior Health; (8) School Wide Bullying Prevention Program provided by vendor to be determined; (9) College Readiness Scholars Institute provided by the University of Delaware; (10) Transportation Costs associated with the <b>AVID Program</b> provided by Sutton Bus Company Title II Budget - no budget</p>
Colonial School District	<p>ESSA Requirement - 6.c. In Colonial, we have a significant bank of resources to differentiate and meet students' individual needs both during the day and after school. Colonial schools have all added extra time for our students to be successful in reaching the standards, such as extra time programs that meet after school and Saturday School. Several schools open up a computer lab for students to work on intervention/personalized learning tools, such as DreamBox, ST Math, Lexia, Discovery Online Software, and Imagine Learning. The district has also supported restructuring the responsibilities of support staff (i.e., paraprofessionals, specialists, exploratory teachers) to assist students in meeting their academic needs and integrate academic support as appropriate with creative scheduling solutions. Several schools also develop peer tutoring opportunities so that students can assist each other in a structured setting. The William Penn leadership meets with students who are at risk of failing each marking period and more specifically with seniors during the second semester to discuss progress and strengthening attendance, participation, and grades.</p>	<p>Title I Budget - (1) Hourly stipends plus OEC's for presenters and participants in <b>district workshops</b>, focusing on student achievement, Common Core instruction, and strategies for struggling learners.1300 hours total; (2) Hourly stipends plus OEC's for presenters and participants in district workshops for teachers of students with disabilities for workshops focusing on, Common Core instruction, and strategies for struggling learners. 250 hours total; (3) hourly stipends for 4 ELL tutors to provide instructional support to increase student achievement. 300 hours total. (4) Attendance at Model Schools Conferences; (4) Attendance at summer/school year institutes for AP courses; (5) Contract with ST Math. This serves as an intervention program for ELL and Special Education students in K-12 Math; (6) Technology for Scientifically Based Reading Research/Scientifically Based Math Research for implementation of intervention in all Title 1 schools (i.e. <b>chrombooks for data analysis, small group instruction and ELL students</b> ). Purchases include chromebooks, carts, headphones, and associated technology items; (7) Materials and supplies to support Common Core (Disciplinary Literacy) implementation in Social Studies and Next Generation Science Standards in Science Classes. Focus of purchases is on helping struggling learners with mastering respective adopted state standards. Title II Budget - (1) FTEs: 2 FTEs @ \$42,320 each hired to reduce class size at GR and MC (The \$42,320 salary includes the one-time Governor's salary bonus of \$500); (2) 0% of <b>4 FTEs @ \$41,820 each hired to reduce class size</b> at GR, MC, EI (70% will be paid non federal funds.); (3) Administrators travel for professional development to assist them in becoming stronger instructional leaders and be better able to deal with populations of struggling students (academic, social, emotional), leading to school improvement - Relay, DDI, RTI, CCSS (10 people x 2300); (4) Discovery Intensive Phonics Train the Trainer (lodging, transportation, registration, expenses for 2 people - district/building coaches); (5) In-state mileage for educators attending job fairs for recruiting HQTs. 40 cents/mile for 5 people X 3 days of PD X 70 mi travel; (6) Registration/PD costs for professional growth related to teacher advancement in specialized areas (such as Gifted &amp; Talented and ELL cert). 5 teachers are enrolled in the ACE program for ELL. (Kim Washko, Stephanie Ingram, Sheryl Buckman, Melanie PPrince, Beth Holt); (7) Substitute Services for FTE unit positions, 24 days @ \$138/day. Substitutes will provide instruction in classes of 6 FTE units hired to reduce class size designated in Title IIA who may be absent from school for personal or professional reasons. Those reasons will include training for district initiatives including CCSS, LFS and Science kit training supported by Title II funding; (8) Registration/PD costs for professional growth related to teacher advancement in specialized areas (such as special education, STEM areas). Unknown at this time who, when or where this may be needed - We anticipate at least 1 teacher at WP high school needing this support in mathematics/special education); (9) Contract - advertising for annual job fair to recruit &amp; retain HQTs.</p>
Delaware Military Academy (LEA)	<p>ESSA Requirement - 6.c. All teachers are available before school and after school on a daily basis to assist struggling cadets. In addition, formal tutoring is available after school four days a week in math, English, science and PSAT/SAT preparation. The LEA has a formal mentoring program called the Big-Little program. This program matches incoming 9th graders with upperclassmen during the summer before high school. This provides a support person for our 9th graders before there is an academic issue and helps us to identify issues early. Lastly, a peer tutoring program has been created as part of our Naval Science program.</p>	<p>Title I Budget - (1) Provide <b>tutoring after school</b> for struggling cadets in the areas of math, English, Science and PSAT/SAT preparation. The estimate is based on tutoring 3-4 days per week for 1.5 hours each session; (2) Contract with <b>Back to Basics</b> (or similar company) to provide small group instruction for struggling learners in the areas of math, English, Science and SAT preparation. Title II Budget - Provide <b>tuition assistance</b> of up to \$1000 per year per teacher (maximum 6 teachers) for post graduate work related to their current field of work or to advance to administration in a school setting.</p>

LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
Cape Henlopen School District	ESSA Requirement 6.c. Afterschool programs at the elementary schools, Extra time programs at the middle schools, Twilight/daylight programs at the high school, Tutoring, AVID strategies, Multi Tiered System of Support and Mentoring.	Title I Budget - Teacher stipends for <b>summer training sessions</b> related to pre-k reading programs for community/parent extensions for at risk students/families. 20 hours @ \$34/hr x 10 teachers, Cost for SchoolPace from American Reading Company for supplemental access to online version of reading curriculum for the purpose of differentiation in small groups and screening for RtI, <b>Curriculum supplies to support RtI</b> for math and reading such as Bridges Intervention Kits, American Reading Co. Foundation Tool Kits, Forefront. Title II Budget - No specific budget items found.
Capital School District	CGA Question #6 - Students are provided with extra support after school and through summer course work.	Title I Budget - Holy Cross Contract with <b>Reading Assist</b> to provide Reading Interventions for identified students, <b>Dreambox</b> site licenses for Math Intervention support for 7 schools. Title II Budget - Provide stipends to support <b>Tier II Academic PLCs</b> to be held after school 9 times per year x 90 mins per PLC. This professional development will provide support for High School content teachers to use data to provide small group instruction and targeted interventions for students with need.
Charter School of New Castle (LEA)	ESSA Requirement 6.c. We have a target team which consists of a Psychologist, Director of Special Education as well as our school climate team to meet the needs of children whose personal lives or other circumstances are having an impact on their academic progress.	Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.
Charter School of Wilmington (LEA)	ESSA Requirement 6.c.CSW has developed a system to identify students who may need additional resources for college readiness. Currently there are twelve teachers and two administrators trained in the CRSP program. Student volunteers are used as additional tutors. This also includes additional class time and pull out groups.	Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.
Christina School District	ESSA Requirement 6.c.The MTSS program requires ninety minutes and one hundred fifty minutes of additional targeted instructional time per week for tier two and tier three students respectively in ELA and Math. Middle Schools collaborate with 4H program to provide extended day programs. Reading Specialists at each elementary school provide additional reading instruction. Mathematics Interventionists at each middle school pull groups of identified students for additional math instruction.	Title I Budget - <b>Tutoring Services</b> to be provided by Learn It Systems, Inc. and private school PD, <b>iReady</b> online formative assessment system provided by Curriculum Associates, LLC. Title II - N/A
Colonial School District	ESSA Requirement 6.c. CGA, Question #6 - Resources for Math include: Do the Math, Math Navigator, DreamBox Learning, Imaging Learning, ST Math, Number Talks/Math Talks, NCTM PoWs, Resources for ELA include: Road to the Code, Recipe for Reading, Language Circle, Lexia, Imagine Learning, Blueprint for Intervention (Phonemic Awareness, Phonics, Comprehension), Walpole Strategies, RAPS, Discovery Intensive Phonics, Six Minute Solution Soar to Success, Comprehension ToolKit, Making Connections, Read 180, Achieve 3000, System 44, Read Naturally Live.  After school and Saturday School provide students with additional time on task. Several schools open up a computer lab for students to work on intervention/personalized learning tools such as DreamBox, ST Math, Lexia, Discovery Online Software, and Imagine Learning. Several schools also develop peer tutoring opportunities so that students can assist each other in a structured setting. The William Penn leadership meets with students who are at risk of failing each marking period and more specifically with seniors during the second semester to discuss progress and strengthening attendance, participation, and grades.	Title I Budget - Contract with <b>ST Math</b> . This serves as an intervention program for ELL and Special Education students in K-12 Math, Technology for Scientifically Based Reading Research/Scientifically Based Math Research for implementation of intervention in all Title 1 schools (i.e. chromebooks for data analysis, small group instruction and ELL students). Purchases include chromebooks, carts, headphones, and associated technology items. ELA: Scientifically Based Reading Research Materials(SBRR): instructional materials to replenish intervention consumables in schools (i.e. <b>Quickreads, Rewards, Discovery Intensive Phonics, RAPS, Early Reading Inventory, Read 180, System 44, Making Connections, Teacher Created Materials</b> Intervention Kit, etc.). Math: Scientifically Based Mathematically Research Materials(SBMR): instructional materials to replenish intervention consumables in schools (i.e. <b>Lakeshore, EAI, Techline, Do the Math, ETA Hand 2 Mind, Math Solutions</b> (Harcourt), Pearson, etc.). Title II Budget - no specific budget items found
Delaware Military Academy (LEA)	ESSA Requirement 6.c. All teachers are available before school and after school on a daily basis to assist struggling cadets. In addition, formal tutoring is available after school four days a week in math, English, science and PSAT/SAT preparation. The LEA has a formal mentoring program called the Big-Little program. This program matches incoming 9th graders with upperclassmen during the summer before high school. This provides a support person for our 9th graders before there is an academic issue and helps us to identify issues early. Lastly, a peer tutoring program has been created as part of our Naval Science program.	Title I Budget - Provide <b>tutoring after school</b> for struggling cadets in the areas of math, English, Science and PSAT/SAT preparation. The estimate is based on tutoring 3-4 days per week for 1.5 hours each session, Contract with <b>Back to Basics</b> (or similar company) to provide small group instruction for struggling learners in the areas of math, English, Science and SAT preparation. Title II Budget - no specific budget items found.

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
<b>Delmar School District</b>	<p>ESSA Requirement - 6.c. Learning Focused Intervention Strategies                      -Atlas Service Aids/Modifications for Special Ed students                      -MAP Skills Intervention                      -Khan Academy intervention instructional activities linked to students' individual needs</p>	<p>Title I Budget - 91) Title 1 and Special Ed substitutes for State and District Testing.                      \$104/day for 5 substitutes from Title I; (2) Registration for WIDA Conference in October (\$625) in Detroit, MI for 1 ELL Teacher; (3) NWEA MAP - Total 1218 license                      Split between (805 license) Title 1 and (413 license) Sp Ed. to provide reading and math performance assessment data that will be utilized during Middle School PLC meetings and IEP meetings to help identify targeted instructional supports. <b>DeCartes reports</b> provide specific common core standards based instructional targets that our Special Education teachers and Middle School teachers need to provide necessary accommodations and interventions. The number of license will allow for enrollment fluctuation through the year and incoming 5th grade in the spring. (4) <b>I-Tracker</b> with Data Service Center - split code (\$3300) Sp Ed CEIS and (\$3300) Title 1 Used by teachers to complete progress monitoring for RTI and to have access to multiple databases of information to track student's academic performance. (DeSSA/SBAC, Course Grades, MAP, etc) . Data from iTracker is used in weekly PLC's to monitor student academic progress. This data is reviewed and evaluated by the schools RTI team and targeted, tiered intervention support is provided based on students' specific instructional needs. Supplemental instructional support is provided through a variety of resources; (5) Student Learning Management System (\$1050 Title 1 and \$1050 Sp Ed) for the \$2100 Schoology Contract. The <b>Schoology Learning</b> management system will allow students with disabilities another learning modality to communicate with the teacher and will provide a digital method for these students to access curriculum materials and to upload and send student work to the instructor; (6) MAP Skills for student in Tier 2 and Tier 3 RTI interventions - Split Coded Sp Ed CEIS and Title 1. 250 Licenses (\$4 per license) for all students that have been identified by the RTI Team as Tier 2 or 3 through <b>MAP Assessments</b> and Progress Monitoring.                      MAP Skills is a skills mastery and progress monitoring assessment that helps teachers drill down to the specific skills each student needs to learn. Use it between MAP Growth administrations to see exactly what struggling students are missing and advanced students are ready to take on—then adjust instruction in the moment and monitor student progress.                      Title II Budget - (1) Recruit teachers from job fairs. Travelers: District/School Administration: University of DE job fair in October - Meet and Greet - mileage approx. \$80; University of DE - Delaware only job fair in April. Mileage to Newark DE aprox \$80; Hotel approx. \$260/night (x2 rooms), meal allowance for evening \$25/person x 3 (\$75); Salisbury University/University of MD Eastern Shore Job Fair: \$20/mileage/Princess Anne x 2, Greater Philly Teacher Job Fair in Oaks, PA - Mileage (\$115), lodging (\$229/night x 2) and meal allowances (\$25/person x 2); (2) <b>Tuition Reimbursement</b> for teachers to improve instructional leadership/teaching skills (approx. \$1625/3credit course)Funds to be divided equitably among total number of teachers who successfully complete graduate level courses.                      The district will review all courses to ensure funds are used specifically for pedagogy-driven coursework.</p>
<b>Early College High School at Delaware State University (LEA)</b>	<p>ESSA Requirement - 6.c. Students in need of additional educational assistance will receive additional support through the RTI class (daily) or during the Advisory sessions (held at a minimum twice/week). In addition, two dedicated staff members will push-in to ELA and Math classes for small group instruction. ECHS will offer after-school tutoring twice per week for any student in need of additional educational assistance. Students do not have to be identified as needing a level 2 or 3 RTI intervention or as a student with disabilities. The students will be permitted to ride the after-school activity bus for transportation home with a transportation pass issued by the teacher.</p>	<p>Title I Budget - 30% of the salary of FTE <b>school counselor</b> assigned to students in grades 10-12 to work with students to track progress towards meeting standards and college readiness; (2) 20% of the salary of FTE school counselor assigned to students in grade 9 to work with students to track progress towards meeting standards and college readiness; (3) Online course materials to allow all students access to the appropriate grade level materials to be used for credit recovery or grade level advancement; (4) Online course material for all students to complete universal assessments in math and reading throughout the school year, <b>summer enrichment coursework</b> for rising 10th grade students, and supplemental materials for enrichment and/or academic intervention throughout the school year.                      Title II Budget - no specific budget items found</p>
<b>East Side Charter School (LEA)</b>	<p>ESSA Requirement - 6.c. We have a Mental Health Team that also consists of a Psychologist on staff to meet the needs of children whose personal lives or other circumstances are having an impact on their academic progress. We also help parents with job assistance.In addition we offer tutoring, in person meetings with parents as well as mentors that come to meet with students at the school weekly.</p>	<p>Title I Budget - no specific budget items found                      Title II Budget - no budget</p>
<b>First State Military Academy (LEA)</b>	<p>ESSA Requirement - 6.c. Cadets can take advantage of additional supports during daily advisory. After school tutoring is also provided two days a week as well as response to intervention. Our online platform gives Cadets the opportunity to reach out to their teachers 24/7 for assistance with assignments. Paraprofessionals are also available in many of the classes and throughout the day to provide additional tutoring supports.</p>	<p>Title I Budget - (1) 24% of special education teacher salary to provide specific support for students needing recovery courses, identified as needing an IEP or needing general assistance; (2) EPER Stipend for teachers providing after <b>school tutoring and behavior intervention</b> 3 teachers (ELA, Math, Behavior) at about 76 days equals at the eper rate of 33.31; (3) 10% of instructional/title 1 paraprofessional salary to provide behavior intervention to students whose behavior is affecting academic achievement; (4) Edgenuity software will allow students access to additional courses to provide more elective and world language options. It will also provide supports for core subjects, RTI and credit recovery.                      Title II Budget - no budget</p>
<b>First State Montessori Academy (LEA)</b>	<p>ESSA Requirement - 6.c. FSMA offers a variety of supports to students who demonstrate a need for additional support or assistance. Some examples of this are:                      ESY services for children who qualify but also for children who we determine have a specific need                      Student Support specialist - push in and pull out services                      Special education services in both the Upper and Lower School                      Two teachers in each classroom</p>	<p>Title I Budget - Salary for Full-Time <b>Educational Diagnostician</b>. FSMA will employ an Educational Diagnostician to evaluate students, work with families, give insight to our child student team and provide special education services.                      Title II Budget - CCSS based Montessori training provided to a core group of teachers and then shared with teaching teams with on-site coaching. <b>Responsive Classroom training</b> for 10 teachers</p>



LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
Delmar School District	<p>ESSA Requirement 6.c.RTI monitoring - via Performance Plus and I-Tracker. RTI/ACCEL period for all students in grades 5-12. Achieve 3000 can be used at home for additional assistance and in ACCEL/RTI classes and with the EL Coordinator.</p> <p>E-School grade monitoring - HAC - parent access to grades in real-time.</p>	<p>Title 1 Budget - <b>NWEA MAP</b> - Total 1100 license x \$12.50 per license Split between (700 license) Title 1 and (400 license) Sp Ed. to provide reading and math performance assessment data that will be utilized during Middle School PLC meetings and IEP meetings to help identify targeted instructional supports. DeCartes reports provide specific common core standards based instructional targets that our Special Education teachers and Middle School teachers need to provide necessary accommodations and interventions.</p> <p>The number of license will allow for enrollment fluctuation through the year and incoming 5th grade in the spring. <b>I-Tracker</b> with Data Service Center - split code CEIS \$3500 and Title 1 \$3500</p> <p>Used by teachers to complete progress monitoring for RTI and to have access to multiple databases of information to track student's academic performance. (DeSSA/SBAC, Course Grades, MAP, etc) . Data from iTracker is used in weekly PLC's to monitor student academic progress. This data is reviewed and evaluated by the schools RTI team and targeted, tiered intervention support is provided based on students' specific instructional needs. Supplemental instructional support is provided through a variety of resources. Title II Budget - no specific budget items found.</p>
Early College High School at Delaware State University (LEA)	<p>ESSA Requirement 6.c. Students in need of additional educational assistance will receive additional support through the RtI class (daily) or during the Advisory sessions (held at a minimum twice/week). In addition, two dedicated staff members will push-in to ELA and Math classes for small group instruction.</p> <p>ECHS will offer after-school tutoring twice per week for any student in need of additional educational assistance. Students do not have to be identified as needing a level 2 or 3 RtI intervention or as a student with disabilities. The students will be permitted to ride the after-school activity bus for transportation home with a transportation pass issued by the teacher.</p>	<p>Title I Budget - Online course materials to allow all students access to the appropriate grade level materials to be used for credit recovery or grade level advancement. Online course material for all students to complete universal assessments in math and reading throughout the school year, <b>summer enrichment coursework</b> for rising 10th grade students, and supplemental materials for enrichment and/or academic intervention throughout the school year. Title II Budget - no specific budget items found.</p>
East Side Charter School (LEA)	<p>ESSA Requirement 6.c. We have a Mental Health Team that also consists of a Psychologist on staff to meet the needs of children whose personal lives or other circumstances are having an impact on their academic progress. We also help parents with job assistance.In addition we offer tutoring, in person meetings with parents as well as mentors that come to meet with students at the school weekly.</p>	<p>Title 1 Budget - no specific budget items found. Title II Budget is N/A</p>
First State Military Academy (LEA)	<p>ESSA Requirement 6.c. Cadets can take advantage of additional supports during daily advisory. After school tutoring is also provided two days a week as well as response to intervention. Our online platform gives Cadets the opportunity to reach out to their teachers 24/7 for assistance with assignments. Paraprofessionals are also available in many of the classes and throughout the day to provide additional tutoring supports.</p>	<p>Title 1 Budget - EPER stipend for teachers providing <b>after school tutoring and behavior intervention</b> . Three teachers (ELA Math, Behavior) will work for 76 days, two hours per day, at a rate of \$33.97. 20% of new hire special education teacher salary to provide specific support for identified IEP and Low-Income students needing assistance (2). 20% of new hire paraprofessional salary to provide specific support for identified IEP and Low-Income students needing assistance.</p> <p>IXL ELA and IXL Mathematics will be utilized by each student for diagnostic assessment, intervention, practice and extension in the classroom, for tutoring and additional practice. Title II Budget - No Budget Items found.</p>
First State Montessori Academy (LEA)	<p>ESSA Requirement 6.c. FSMA offers a variety of supports to students who demonstrate a need for additional support or assistance. Some examples of this are:</p> <p>ESY services for children who qualify but also for children who we determine have a specific need</p> <p>Student Support specialist - push in and pull out services</p> <p>Special education services in both the Upper and Lower School</p> <p>Two teachers in each classroom</p>	<p>Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.</p>

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
Freire Charter School (LEA)	<p>ESSA Requirement - 6.c. Our Student Services (Special Education) staff helps integrate supportive approaches and instructional ideas into the “regular” teacher’s classroom instruction, providing students – who may or may not have IEPs but all of whom benefit from extra support – the kind of deliberate, explicit teaching they need. Through adapted texts, “push-in” special education and reading and math support, supplemental “pull-out” instruction in small groups, and after school subject-matter tutoring, coupled with frequent academic monitoring, we are able to educate students with no particular learning challenges, students at risk of academic failure (far below grade level skills), students with IEPs, English Language Learners (ELL), students with 504 plans, migrant and newly immigrating students, and homeless students. By identifying needs and strengths and targeting teaching in response to assessment results, we can provide grade level and subject area programming in regular classrooms, but tailor the materials and instructional approaches in those classrooms to individual student needs. Additionally, all teachers make themselves available to students after school for extra help with students who need it. This is done primarily through our after-school academic centers where students can drop in for extra help in ELA, Math, and Science from their teachers and peers. We also provide a summer school program for students in need of credit recovery so that the fewest possible number of our students are retained.</p>	<p>Title I Budget - (1) Salary for one <b>College Counselor</b> (100% FTE) (100% of salary). The College Counselor works with students in navigating the college application process, preparing for the transition out of high school, preparing for their first year of college, as well as coaching them on how to excel in college throughout its entirety; (2) Salary for one <b>Supplemental English Teacher</b> (100% FTE) (100% of salary). The Supplemental English Teacher provides extra supports to students in mastering reading and writing skills through supplemental Reading/English classes designed to build core skills and bring students up to grade level; (3) Salary for one <b>Assistant Director of Emotional Supports</b> (100% FTE) (100% of salary). The Assistant Director of Emotional Supports manages Freire’s student and family therapy program for students with social and emotional barriers to learning.</p> <p>Title II Budget - no budget</p>
Gateway Lab School (LEA)	<p>ESSA Requirement - 6.c. Gateway continues to evaluate the following areas for continued development and growth.</p> <ul style="list-style-type: none"> <li>- ELA and Math curriculum (aligned with common core standards) was continued and small group instruction was incorporated to help close the gaps of learning and achievement of our students.</li> <li>- Formative and Summative Assessments- Gateway implements both formative and summative assessments using the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year providing specific data related to individual students’ needs allowing for more targeted instruction within RTI groups and regular classroom instruction.</li> <li>- Teacher-held data meetings with students were conducted to set goals for the Spring MAP test and their end of year Progress Monitoring. This allowed students to take ownership of their goals for the spring.</li> </ul>	<p>Title I Budget - no specific budget items found</p> <p>Title II Budget - no specific budget items found</p>
Great Oaks Charter School (LEA)	<p>ESSA Requirement - 6.c. Interim assessments are issued three times per year and are aligned to Common Core objectives that are measured on year-end state mandated tests. Item analysis is conducted on each assessment to identify standards with which students are struggling, and weekly professional development sessions and common planning time support the modification of instruction to meet individual needs of students. In addition to two hours of daily small-group tutoring specifically targeted to their ability level, students who are at risk of academic failure are eligible to receive teacher-led remediation after school and during weekends.</p>	<p>Title I Budget - no specific budget items found</p> <p>Title II Budget - no specific budget items found</p>
Indian River School District	<p>ESSA Requirement - 6.c. Using all data available, students are provided with academic interventions on an as needed basis. This can be accomplished through Response to Intervention or even special services under IDEA/504. The district has spent the past several years modifying and updating the RTI/MTSS process to include all secondary schools as well as all elementary schools. The district used research based interventions that are identified by need and used in all schools throughout the district. This ensures that students moving between schools can continue with the standard protocol used for improvement. If adequate progress is not met, students progress through the RTI/MTSS Tiers of intervention and could eventually be identified by the IST Team and evaluated for additional services. The district follows the state of Delaware RTI/MTSS regulations for the process timeline and steps. Students already identified with special needs are served by some of the same interventions and monitored by the IEP team and/or 504 team. Adjustments are made to the individual programs as needed and based on the students needs.</p>	<p>Title I Budget - (1) To hire a full-time <b>Parent/Community Engagement Specialist</b> to provide training and opportunities for mentors, and parent involvement in district and school initiatives. (1.0 FTE); (2) Substitute pay so Elementary Math teacher leads can attend DreamBox professional learning. 49 subs x 1 day @ \$104.00; (3) <b>Tutoring Services</b>, provided by current staff during after-school hours, for Private School Students who have demonstrated a need; (4) To hire a full-time <b>English Language Learner Specialist</b> to provide training to administrators and teachers across schools; (5) Pre-service <b>training for new teachers</b> in standards, instructional strategies, and lesson plan development; (6) District administrator professional learning in best instructional practices, leadership, interventions, etc.; (7) Contract with <b>STAR</b> for tracking progress and screening students in need of intervention at LHC; (8) Provide elementary schools with access to DreamBox math intervention for struggling students; (9) Contract with Data Service Center for the use of <b>I-Tracker</b> in order to streamline services and interventions for underperforming students; (10) Contract with Houghton Mifflin for intervention programs <b>Read 180, Math 180, System 44</b>, and MI and RI screeners. (Split with IDEA 611); (11) Contracted Services with Achieve 3000 for student licenses to an online reading intervention and extension curriculum; (12) Provide online resources through the Edmentum program for struggling students in need of credit recovery in district high schools; (13) Provide PSAT 8/9 assessment for ninth graders at district high schools, allowing the district to track the progress towards achieving college benchmarks and plan for instruction that targets the needs of individual learners with special concentration on closing the achievement gap; (14) Provide supplemental <b>instructional materials for RtI</b>; (15) Materials for <b>mentoring program and new teachers</b> to include LF planning materials, manuals, teacher mentoring texts, folders, chart paper, markers, etc.; (16) <b>Dibels</b> materials for schools’ screenings of students for reading intervention.</p> <p>Title II - no budget</p>

LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
Freire Charter School (LEA)	<p>ESSA Requirement 6.c. Our Student Services (Special Education) staff helps integrate supportive approaches and instructional ideas into the “regular” teacher’s classroom instruction, providing students – who may or may not have IEPs but all of whom benefit from extra support – the kind of deliberate, explicit teaching they need. Through adapted texts, “push-in” special education and reading and math support, supplemental “pull-out” instruction in small groups, and after school subject specific tutoring, coupled with frequent academic monitoring, we are able to educate students with no particular learning challenges, students at risk of academic failure (far below grade level skills), students with IEPs, English Language Learners (ELL), students with 504 plans, migrant and newly immigrating students, and homeless students.</p> <p>By identifying needs and strengths and targeting teaching in response to assessment results, we can provide grade level and subject area programming in regular classrooms, but tailor the materials and instructional approaches in those classrooms to individual student needs.</p> <p>Additionally, all teachers make themselves available to students after school for extra help with students who need it. This is done primarily through our after-school academic centers where students can drop in for extra help in ELA, Math, and Science from their teachers and peers. We also provide a summer school program for students in need of credit recovery so that the fewest possible number of our students are retained.</p>	<p>Title I Budget - Salary for one <b>Supplemental English Teacher</b> (100% FTE) (100% of salary) The Supplemental English Teacher provides extra supports to students in mastering reading and writing skills through supplemental Reading/ English classes designed to build core skills and bring students up to grade level. Title II Budget - N/A</p>
Gateway Lab School (LEA)	<p>ESSA Requirement 6.c. Gateway continues to evaluate the following areas for continued development and growth. ELA and Math curriculum (aligned with common core standards) was continued and small group instruction was incorporated to help close the gaps of learning and achievement of our students. Formative and Summative Assessments- Gateway implements both formative and summative assessments using the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year providing specific data related to individual students’ needs allowing for more targeted instruction within RTI groups and regular classroom instruction. Teacher-held data meetings with students were conducted to set goals for the Spring MAP test and their end of year Progress Monitoring. This allowed students to take ownership of their goals for the spring.</p>	<p>Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.</p>
Great Oaks Charter School (LEA)	<p>ESSA Requirement 6.c. Interim assessments are issued three times per year and are aligned to Common Core objectives that are measured on year-end state mandated tests. Item analysis is conducted on each assessment to identify standards with which students are struggling, and weekly professional development sessions and common planning time support the modification of instruction to meet individual needs of students. In addition to two hours of daily small-group tutoring specifically targeted to their ability level, students who are at risk of academic failure are eligible to receive teacher-led remediation after school and during weekends.</p>	<p>Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.</p>
Indian River School District	<p>ESSA Requirement 6.c. Using all data available, students are provided with academic interventions on an as needed basis. This can be accomplished through the Multi-Tiered Systems of Support or even special services under IDEA/504. The district has spent the last several years modifying and updating the MTSS process to include all secondary schools as well as all elementary schools. The district uses research based interventions that are identified by need and used in all schools throughout the district. This ensures that students moving between schools can continue with the standard protocol used for improvement. If adequate progress is not met, students progress through the MTSS Tiers of intervention and could eventually be identified by the TISS Team and evaluated for additional services. The district follows the state of Delaware MTSS regulations for the process, timelines and steps. Students already identified with special needs are served by some of the same interventions and monitored by the IEP team and/or 504 team. Adjustments are made to the individual programs as needed and based on the students needs.</p>	<p>Title I Budget - <b>Tutoring services</b> for our private partner, LHC, to provide in-house tutoring services to struggling students. To provide substitute pay for 6th through 8th grade math teachers to attend <b>DreamBox</b> professional development for student interventions. (6 buildings x 3 leads x \$104.00/day). Contract with Moby Max for tracking progress and screening students in need of intervention at LHC. Contract with Bookworms for professional learning and coaching with elementary teachers to provide reading intervention for struggling students. Contract with <b>Achieve 3000</b> for student licenses for online reading intervention and extension curriculum; and professional learning. Provide elementary schools with access to DreamBox math intervention for struggling students. Contract with Data Service Center for the use of <b>I-Tracker</b> in order to streamline services and interventions for underperforming students. To contract with, and provide professional learning in, <b>I-Ready</b>, an elementary reading intervention. Provide online resources through the <b>Edmentum</b> program for struggling students in need of credit recovery in district high schools. Dibels materials for schools’ screenings of students for reading intervention. Provide supplemental instructional materials for RtI. Title II Budget - N/A</p>

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
Kuumba Academy Charter School (LEA)	ESSA Requirements - 6.c. Kuumba uses the RTI model to identify students who may need additional assistance and reviews interim assessment data to identify students who are not projected to meet state standards. All students are placed in appropriate tiered interventions with teachers and instructional support staff. This data is tracked and monitored by our RTI team.	Title I Budget - (1) Eula Hooten, Special Education, grade 3/4 at 100%; (2) Kizzy Blackwell, Special Education, grade 7/8 at 100%; (3) Pamela Barbo, Special Education, grade 5/6 at 100%; (4) Brianna Chudley, Special Education Teacher, grade 2 at 100%; (5) SPED Para Title II Budget - <b>Expeditionary Learning EL</b> provides professional development for instructional staff and leadership team around the EL school model and core practices as outlined in the school workplan for 2018/19.
Lake Forest School District	ESSA Requirements - 6.c. LFSD, offers tutoring to students not meeting or at-risk of not meeting state standards as well as identifying online resources for parent's support at home.	Title I Budget - (1) .50 ESOL Paraprofessional; (2) Partnership with Bay Health and Dover <b>Behavior Health Supports</b> for Middle and High School students; (3) Licensing agreement with <b>Renaissance Learning, Amplify, Data Service Center</b> , software will be used to identify students at risk, track improvement over time, assists in developing/providing targeted interventions; (4) RTI Materials for use with students in need of academic interventions Title II Budget - no specific budget items found
Las Americas Aspira Academy (LEA)	ESSA Requirement - 6.c. Small Group Instruction and Response to Intervention The targeted, research based interventions listed below are provided to our students to help them meet the demands of the Common Core State Standards. Foundations - A multisensory, structured language program to support focusing on reading, spelling, and handwriting. Wilson Fluency - Supplemental reading intervention providing additional reading practice with explicit fluency instruction to develop the application of skills within context. The focused practice that helps build accuracy, automaticity, and prosody. W.O.L.V.E.S Reading Program - Small group guiding reading and whole group shared reading lessons designed by LAAA educators to include English Language Learner supports, and close reading scaffolds to help students access complex text. Sheltered Instruction Observation Protocol (SIOP) - Instructional strategies tied to 8 lesson planning components to address the academic and linguistic needs of English Language Learners. Front Row - Diagnostic assessment in Grades 3-5 and provides personalized student instruction targeted to student needs. Ready - Supplemental reading program using a gradual-release model that ensures students get modeled and guided instruction in order to develop mastery of the CCSS. Touch Math - A multisensory math program that makes math concepts appealing and accessible. Mastery Learning Model and Standards-Based Grading In grades K-5, our instructional model focuses on the implementation of Common Core, NGSS and DE Content Standards in a competency-based/mastery learning model. We continue to implement MasteryConnect as a tool to track student data and provide real-time information to teachers and parents regarding student's	Title I Budget - (1) 5th Grade Education <b>Enrichment Inclusion Teacher</b> 1 FTE to support students with IEPs in a co-teaching inclusion model with targeted instruction in the least restrictive environment; (2) Enrichment Pull-Out Teacher, 65FTE, 35state (05213) funded to accommodate our increasing special education population, the Pull-Out teacher will support students who are not in an inclusion classroom; (3) Enrichment Coordinator 1 FTE to provide supplemental services beyond requirements of student IEPs and support Special Education teachers in co-teaching inclusion model; (4) <b>Guidance Counselor</b> , 18FTE, 82state (05213) funded the counselor will deliver modules on character education and oversee the school-wide initiatives for character development.
Laurel School District	ESSA Requirement - 6.c. Academic Supports for Students Include: Elementary: -Intervention/Enrichment/Support: Smarty Ants(Literacy-Language Acquisition) -Intervention/Enrichment/Support: Achieve 3000 (Literacy Comprehension) -Intervention/Enrichment/Support:Read 180/System 44 -Intervention/Enrichment/Support: Freckle Education (Mathematics) -21st Century Grant Summer Jumpstart Program -After School Tutoring, Enrichment Programming, and Homework Help Secondary: -Intervention/Enrichment/Support: Achieve 3000 (Literacy Comprehension) - Intervention/Enrichment/Support: Freckle Education (Mathematics) -Intervention/Enrichment/Support: Khan Academy SAT Linked Preparation Pathways -Intervention/Enrichment/Support: Math 180 -Intervention/Enrichment/Support:Read 180/System 44 -After School Tutoring, Enrichment Programming, and Homework Help Online intervention programming in all grade levels combines both self directed adaptive practice and teacher delivered intervention by design so that students are not only given blended assistance but have interaction and responsiveness of live intervention programming. Math and Read 180 programming feature small group rotations, Front Row and Achieve 3000 has weekly teacher delivered lessons, and Khan Academy SAT Preparation is delivered in conjunction with an SAT preparation class on the student schedule.	Title I Budget - (1) <b>Director of Special Education</b> : Michelle Allman: \$106,492.16 @ 100% FTE; (2) Stipend for District New Teacher Mentor Coordinator; T. Niblett \$3,000.00; (3) Employ professional staff for <b>summer attendance recovery program</b> in accordance with revised attendance policy; 1 staff member x 4 days x 7hrs x \$33.97 = 951.16 plus .5hr x 4 days x\$27.45=54.90 for planning; (4) Contract with Related Service providers including, but not limited to, SLP, OT, PT, <b>Psychologist, and Wellness counselor</b> for 41 weeks to provide related services to students with disabilities as per their IEPs. Hourly rate ranges from \$68 to \$82.50 per hour, not to exceed 7.5 hours per day. Split coded Special Ed 70% (\$260,000.00) and Title I 30% (\$115,200.00); (5) Academic Approach LLC- SAT Test Preparation to help development and raise achievement on the SAT for Laurel High School; (6) Contract with Scholastic for <b>READ 180/MATH 180</b> web hosting service for Intervention Programs (1 year fee of \$16,740); (7) <b>Plato Online Credit Recovery</b> ; LHS \$10,000; (8) Cost of Wilmington University Early College Academy courses, as well as cost of delivering WU Eng 121/122 registration fees and Delaware College Scholars \$8000.00; (9) Cost of Wilmington University Early College Academy courses, as well as cost of delivering WU Eng 121/122 registration fees and Delaware College Scholars \$8000.00; (10) <b>Licensed social worker</b> for summer (40 days) @\$25 per hour x 7 hours; Service provider will provide social and emotional counseling to high risk students, K-12; (11) <b>After-School Tutoring</b> and College/Career Guidance for low-income, minority students in partnership with ARK, The Educational Resource Center, a Laurel community-based organization. \$1500.00, (12) <b>School Uniform Assistance Program</b> to provide low-income families with school approved polos and pants. The School Uniform Policy has been adopted as of the 2017-2018 school year with a focus on reducing bullying, harassment, and peer pressure. 400 tops and bottoms at \$25 per = \$10,000; (13) Supplies budget for Recruiting HQ teachers and admin: Recruitment fair registrations, promotional materials, advertising, etc. \$3001.19, (14) Supplies to support College Application Month Provide College-Readiness support for students in all subgroups by partnering with DE colleges for campus visits and by supplying resources for college workshops, college application month, and a college fair - -LHS \$2500.00 Title II Budget - (1) \$125 honorarium per day for four teachers, for four days to attend AP Summer Institute Training \$2000 plus OECs \$ 649.20 = \$2649.20; (2) Provide <b>Special Education professional development</b> to Administrators and Special Education providers in our district. With approximately 18% of our student population identified as special education, the increase in Autism specific programs in each of our schools, and the limited background of many special education teachers (i.e. Praxis II), it is an urgent priority to deliver specialized professional development unique to this population's needs. Professional Development providers may include Devereaux, CPI, Morris James, MOVE International, and/or Dr. Vivian Bush; (3) <b>Learning Focused</b> (LFS - Achieve Now Inc.) On-Line Modules for all new staff for Days 1-3 Learning Focused Next Generation: Learning Focused Lessons (\$95/course plus shipping x 32 teachers=3344.00) , Higher Order Thinking (\$95/course plus shipping x 32 teachers=3344.00) and Quality Assignments, and Accelerating Learning for all Students PD . . Learning Focused High Performance Learning Focused Lesson Course for on-boarding process for New teachers to ensure that all new hires have been trained in Laurel's Instructional Framework and expectations for implementation fidelity; this is related to the learning focused Next Generation Professional Development. Approx. \$95./course plus shipping 10% \$304 x 32 new teachers = \$3344 .00; (4) Registration fees for Laurel Elementary Admin and teachers : 4 @ 689.00 ea to attend the 2019 ASCD Conference , Empower 19: Effective Teaching and leading, assessment and guidance, mentoring, understanding by design, etc. at Chicago, Ill on March 16-18, 2019; (5) Registration fees for District Office Admin: 4 , 3 @ 575.00 ea. and 1 @689.00 to attend the 2019 ASCD Conference , Empower 19: <b>Effective Teaching and leading</b> , assessment and guidance, mentoring, understanding by design, etc. at Chicago, Ill on March 16-18, 2019; (6) Registration fees for Laurel High School Admin and teachers: 3 @ 689.00 ea to attend the 2019 ASCD Conference , Empower 19: Effective Teaching and leading, assessment and guidance, mentoring, understanding by design, etc. at Chicago, Ill on March 16-18, 2019; (7) Registration fees for Laurel Middle School Admin and teachers: 3, 1 @ 575.00 and 2 @ 689.00 ea to attend the 2019 ASCD Conference , Empower 19: Effective Teaching and leading, assessment and guidance, mentoring, understanding by design, etc. at Chicago, Ill on March 16-18, 2019; (8) Registration fees for North Laurel ELA Admin and teacher : 2 @ 689.00 ea to attend the 2019 ASCD Conference , Empower 19: Effective Teaching and leading, assessment and guidance, mentoring, understanding by design, etc. at Chicago, Ill on March 16-18, 2019

LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
Kuumba Academy Charter School (LEA)	ESSA Requirement 6.c. Kuumba Academy has an instructional leadership team whose role is to analyze school-wide data around academics and culture and develop annual goals to address our needs. This team regularly reviews trends and patterns in student growth and areas in the standards where they may be struggling and makes recommendations for academic or curriculum support.	Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.
Lake Forest School District	ESSA Requirement 6.c. LFSFD, offers tutoring to students not meeting or at-risk of not meeting state standards all through out the school year. Students are provided transportation, technology, and a teacher for supports for the subject they are having difficulty. In addition to the in person tutoring the student receives online resources for parent's support at home. Students in RTI receive interventions from a trained interventionist and all data and notes are recorded in I-Tracker.	Title I Budget - Licensing agreement with <a href="#">Renaissance Learning</a> , <a href="#">Amplify</a> , <a href="#">Data Service Center</a> , software will be used to identify students at risk, track improvement over time, assists in developing/providing targeted interventions. RTI programs and software for use with students in need of academic interventions. Grad Point License for credit recovery in the Middle School and High School. Title II Budget - N/A
Las Americas Aspira Academy (LEA)	ESSA Requirement 6.c. Small Group Instruction and Response to Intervention. The targeted, research based interventions listed below are provided to our students to help them meet the demands of the Common Core State Standards. Foundations - A multisensory, structured language program to support focusing on reading, spelling, and handwriting. Wilson Fluency - Supplemental reading intervention providing additional reading practice with explicit fluency instruction to develop the application of skills within context. The focused practice that helps build accuracy, automaticity, and prosody. W.O.L.V.E.S Reading Program - Small group guiding reading and whole group shared reading lessons designed by LAAA educators to include English Language Learner supports, and close reading scaffolds to help students access complex text. i-Ready- Diagnostic assessment in grades K-8 and provides personalized student instruction targeted to student needs. Ready - Supplemental reading program using a gradual-release model that ensures students get modeled and guided instruction in order to develop mastery of the CCSS.Touch Math - A multisensory math program that makes math concepts appealing and accessible. Zearn - Supplemental math program aligned to our math curriculum (Engage)Teen Biz Boost- Achieve 3000/Teen Biz Boost is a computer-based learning program that delivers differentiated instruction of nonfiction texts and writing tailored to student's Lexile reading level. Mastery Learning Model and Standards-Based Grading In grades K-5, our instructional model focuses on the implementation of Common Core, NGSS and DE Content Standards in a competency-based/mastery learning model. We will use Progress Book as a tool to track student data and provide real-time information to teachers and parents regarding student's mastery of concepts and skills.	Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.
Laurel School District	ESSA Requirement 6.c. Academic Supports for Students Include: Elementary: Achieve 3000 (Literacy Comprehension) Read 180/System 44, Freckle Education (Mathematics), 21st Century Grant Summer Jumpstart Program After School Tutoring, Enrichment Programming, and Homework Help Secondary: Achieve 3000 (Literacy Comprehension), Freckle Education (Mathematics), Khan Academy SAT Linked Preparation Pathways Math 180, After School Tutoring, Enrichment Programming, and Homework Help Online intervention programming in all grade levels combines both self directed adaptive practice and teacher delivered intervention by design so that students are not only given blended assistance but have interaction and responsiveness of live intervention programming. Math 180 programming feature small group rotations, Freckle and Achieve 3000 has weekly teacher delivered lessons, and Khan Academy SAT Preparation is delivered in conjunction with an SAT preparation class on the student schedule.	Title I Budget - <a href="#">Edmentum</a> , <a href="#">Plato</a> - <a href="#">Online Credit Recovery</a> - For Educators to individualize learning for every student through simple technology, high-quality content, actionable data, and customer success. Founded in innovation, Edmentum's powerful learning solutions blend technology with individual teaching approaches. Contract with Scholastic for <a href="#">Read 180/Math 180</a> web hosting service for intervention programs (1 year fee).Supplies Houghton Mifflin Read and Math 180 Next generation stage books, core course 1 mSpace student set and foundations of Algebra course II mSpace Student set (volumes 1 &2).Title II Budget - Provide <a href="#">Special Education professional development</a> to Administrators and Special Education providers in our district. With approximately 18% of our student population identified as special education, the increase in Autism specific programs in each of our schools, and the limited background of many special education teachers (i.e. Praxis II), it is an urgent priority to deliver specialized professional development unique to this population's needs. Professional Development providers may include Devereaux, CPI, Morris James, MOVE International, and/or Dr. Vivian Bush. at approximate \$15,000.00 of PD for the school year.

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
Milford School District	<p>ESSA Requirement - 6.c. Whenever a student is identified as needing additional assistance, we continue to track their student academic progress through iTracker, Illuminate, district created tracking sheets, and other state provided data tools. We continue to monitor their progress and adjust supports according to the student need. We pride ourselves on our ability to think creatively and resourcefully to ensure our students are provided with the best possible education we can provide them.</p>	<p>Title I Budget - (1) <b>School Climate and Truancy Specialist</b> - 1.0 FTE Funds will be used to provide a school climate and truancy specialist to support Title I schools with attendance and truancy focusing on low ses, homeless, and EL students. The position will provide discipline and school safety supports as needed to Title I schools; (2) Student and Family Interventionist 1.0 FTE Funds will be used to employ a <b>Student and Family Interventionist</b> to provide services such as homeless support, crisis interventions and supports, family assistance with community programs, mentoring for students and additional wrap around services to promote social and academic growth; (3) Funds will be used to employ teachers to provide <b>summer instruction</b> for LEP, ELL and Immigrant students. Teachers will receive the summer instruction rate of \$33.31 per hour; (4) Funds will be used to support AP training at the AP summer institute; (5) Funds will be used to provide presenters to parents during workshops and conferences throughout the year focusing on RTI, PBS, School Climate and other topics related to parental involvement; (6) Funds will be used to provide <b>professional development</b> to all Title I staff. Professional development will focus on, but not be limited to, <b>Nonviolent crisis intervention, PBS, RTI, SIOP</b>, and Illuminate assessment and data software; (7) Funds will be used to purchase technology equipment, including chromebooks (non-capital) district wide to support new initiatives, Funding interventions and assessments for students; (8) Funds will be used to purchase supplies and materials to support at risk students in reading and math. These materials will include positive behavior supports, motivational and mentoring supplies and <b>Renaissance Learning software</b>; (9) Funds will be used to purchase curricular supplies and materials to support summer programming for LEP, ELL and Immigrant students.</p> <p>Title II Budget - no budget</p>
MOT Charter School (LEA)	<p>ESSA Requirement - 6.c. Students identified as needing additional academic assistance receive additional instruction. This instruction must use different research supported methods than the instruction currently taking place in the classroom. Additional educational assistance is provided in a small group setting and is tailored to the specific needs of the student or group. It focuses on underlying skills that are preventing students from learning the material currently being taught. Students are progress monitored on a weekly basis. If students are progressing, then instruction continues using the same strategies. If students continue to fall behind, additional and different strategies must be considered. Teachers collaborate with their team, an administrator, and guidance support every six weeks to discuss and plan for students struggling academically.</p>	<p>Title I Budget - (1) Fund approximately 45% of the salary for one FTE paraprofessional (Christine Benedict) in order to provide students identified for <b>interventions additional instructional support</b>; (2) Fund approximately 4% of the salary for one FTE teacher (Amy Cromer) in order to provide instruction to ELL students.</p> <p>Title II Budget - (1) <b>Stipend payments to incentivize Teacher Leaders</b> to serve as content area experts and instructional leaders. 5 Content Leads; (2) Registration fee for a team of teachers and administrators to attend the Association for Supervision and Curriculum Development (ASCD) annual conference. The Principal (Terry Howarth), Director of Curriculum and Instruction (Shana Noll), and five members of the Instructional Leadership Team will attend.</p>
New Castle County Vocational-Technical School District	<p>ESSA Requirements - 6.c. Imagine Math is available for enrichment and/or remediation; Gizmo is available in science class; Learning Support Coaches (special education teachers) collaborate with general education teachers in order to build in universal accommodations and also modifications for those who require it. LSCs will take student to a quiet setting if greater focus is needed; ESL teachers and bilingual paras implement a "push in or pull out" model to support ELs; Teachers remain after school one day per week for remediation; transportation is provided to students</p>	<p>Title I Budget - (1) Provide <b>supplemental education services</b> through vendors such as Back to Basics. Approximately 800 hours at \$50 per hour for the year. In most instances, students receive services 2 times per week for 3 hours each visit</p> <p>Title II Budget - (1) SAT is the state test for Delaware. The after school SAT Prep program will provide teachers training on SAT preparedness and pedagogical approaches to support student achievement on the SAT. Teachers will also work with students utilizing these strategies to support SAT preparedness. (6 teachers *12 after school sessions*\$32/hr); (2) <b>Novice Instructors Professional Learning</b> - Pre and Post Novice Teacher Survey about comfortability and progress DPAS II process/outcomes - 8 teachers * Sub cost for half day = \$70* 4 months = \$2240; (3) Novice Teacher Seminar - This is a forum for new teachers at Hodgson to come together to work with administration to strengthen and assure confidence in curriculum, lesson development and how to use devices in the classroom as part of their DPAS professional responsibilities. PD will take place during school to engage staff, payment is for substitutes. (Subs for 6 teachers for 1/2 day for 4 months)</p>
Newark Charter School (LEA)	<p>ESSA Requirement - 6.c. Newark Charter School provides additional educational assistance to individual students the LEA has determined needs help in meeting the State academic standards in the following ways:</p> <ol style="list-style-type: none"> <li>1. We provide Response to Intervention services to any student in academic need as deemed appropriate by their score on MAP testing. Any student falling below the 25th percentile receives small group Tier 2 or Tier 3 services in Reading and Math.</li> <li>2. Being that students are phased by ability starting in grade 4, teachers are able to differentiate the curriculum aligned to the State Standards to better suit the needs of the struggling to meet the Standards. Content is presented differently whether the students are auditory, visual, and/or kinesthetic learners. In addition, teachers analyze the MAP test results to determine the reading and math strand(s) in which they need to target their instruction.</li> <li>3. Academic Support is provided to any student that does not necessary qualify for RTI as per regulations but is presenting in the classroom as a student that could benefit from additional support in a small group setting.</li> <li>4. Our instructional interventionists and reading specialists not only provide formal RTI services, but they also push-in to the classrooms to provide extra support to students during instruction, independent work, etc.</li> <li>5. Teachers provide extra-help to students during students' lunch, recess, before school, and after school as deemed necessary by the teacher, student, and parent.</li> </ol>	<p>Title I Budget - In FY 2019, Newark Charter School will hire a full time <b>psychologist</b> (J.Cooke) to support counseling, school based mental health assistance, mentoring and other services to assist students in their non academic skills. This need has arisen out of the schools growing population and the needs of some at risk students. This funding will support approximately 33% of this position. During the annual parent meeting, the group voted on and agreed that 100% of these funds can be allocated to salaries to support the needs of our at risk students.</p> <p>Title II Budget - no budget</p>

LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
Milford School District	<p>ESSA Requirement 6.c. Whenever a student is identified as needing additional assistance, we continue to track their student academic progress through iTracker, Illuminate, district created tracking sheets, and other state provided data tools. We continue to monitor their progress and adjust supports according to the student need. We pride ourselves on our ability to think creatively and resourcefully to ensure our students are provided with the best possible education we can provide them.</p>	<p>Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.</p>
MOT Charter School (LEA)	<p>ESSA Requirement 6.c. Students identified as needing additional academic assistance receive additional instruction. This instruction must use different research supported methods than the instruction currently taking place in the classroom. Additional educational assistance is provided in a small group setting and is tailored to the specific needs of the student or group. It focuses on underlying skills that are preventing students from learning the material currently being taught. Students are progress monitored on a weekly/biweekly basis. If students are progressing, then instruction continues using the same strategies. If students continue to fall behind, additional and different strategies must be considered. Teachers collaborate with their team, an administrator, and guidance support every six weeks to discuss and plan for students struggling academically.</p>	<p>Title I Budget - Fund approximately 45 percent of the salary for one FTE paraprofessional (Christine Benedict) in order to provide students identified for <b>interventions additional instructional support</b>. Title II Budget - Travel expenses for two grade level teams (<b>4 teachers in a team</b>) to attend training at the Ron Clark Academy in Atlanta Georgia. The training will focus on providing high-quality, personalized, evidence based training on improving teaching and student learning and achievement. In particular, the training focuses on difficult to motivate students, with a special emphasis on closing the achievement gap with underserved populations.</p>
New Castle County Vocational-Technical School District	<p>ESSA Requirement 6.c. Imagine Math is available for enrichment and/or remediation Gizmo is available in science class Learning Support Coaches (special education teachers) collaborate with general education teachers in order to build in universal accommodations and also modifications for those who require it. LSCs will take student to a quiet setting if greater focus is needed ESL teachers and bilingual paras implement a "push in or pull out" model to support ELs Teachers remain after school one day per week for remediation; transportation is provided to students</p>	<p>Title I Budget - Provide <b>supplemental education</b> services through vendors such as Back to Basics. Approximately 800 hours at \$50 per hour for the year. In most instances, students receive services 2 times per week for 3 hours each visit. Title II Budget - No specific budget items found.</p>
Newark Charter School (LEA)	<p>ESSA Requirement 6.c. Newark Charter School provides additional educational assistance to individual students the LEA has determined needs help in meeting the State academic standards in the following ways:</p> <ol style="list-style-type: none"> <li>1. We provide Response to Intervention services to any student in academic need as deemed appropriate by their score on MAP testing. Any student falling below the 25th percentile receives small group Tier 2 or Tier 3 services in Reading and Math.</li> <li>2. Being that students are phased by ability starting in grade 4, teachers are able to differentiate the curriculum aligned to the State Standards to better suit the needs of the struggling to meet the Standards. Content is presented differently whether the students are auditory, visual, and/or kinesthetic learners. In addition, teachers analyze the MAP test results to determine the reading and math strand(s) in which they need to target their instruction.</li> <li>3. Academic Support is provided to any student that does not necessary qualify for RTI as per regulations but is presenting in the classroom as a student that could benefit from additional support in a small group setting.</li> <li>4. Our instructional interventionists and reading specialists not only provide formal RTI services, but they also push-in to the classrooms to provide extra support to students during instruction, independent work, etc.</li> <li>5. Teachers provide extra-help to students during students' lunch, recess, before school, and after school as deemed necessary by the teacher, student, and parent.</li> </ol>	<p>Title I Budget - Newark Charter School will employ, at minimum, one full time <b>Reading Specialist</b> (M. Cowgill), to support the reading needs of our students. This funding will support 100% of this position as has done so in the past. During the annual parent meeting, the group voted on and agreed that 100% of these funds can be allocated to salaries to support the needs of our at risk students. Title II Budget - N/A</p>

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
Odyssey Charter School (LEA)	<p>ESSA Requirement - 6.c. Students who may need additional educational assistance will receive such services through a variety of means. In addition to those students served in the RTI process, daily Enrichment sessions will be provided to "bubble" students who do not meet the threshold for RTI services yet would benefit from on- or slightly below-grade level instruction. Enrichment classes will be small group, flexible, and targeted to the individual student needs. In addition, computer programs will be purchased to provide individualized instruction suited to students' abilities and needs. The Child Study Team program is being revamped to provide more consistent meetings and feedback to teachers and families to create individualized attention to student needs.</p>	<p>Title I Budget - (1) New <b>Teacher Support Program</b> in - house supplement to Comprehensive Induction Program through the State. Mentor-mentee pairs work together throughout the school year, providing <b>professional development</b> through reviews of school wide initiatives such as Words Their Way, Responsive Classroom, PBS, conferences, grading, etc. Mentors log hours and feedback through checklists. Stipend amount \$325/novice teacher, \$175/continuing license teacher. Projected number of novice teachers 15, continuing license teachers 20; (2) Reading and Math RTI paraprofessionals: hourly rate \$18.50 x 5.8 hours per day x 175 days; (3) <b>Crisis Intervention Therapist</b>, new position to be filled, \$47,000 salary FTE .50; (4) <b>Behavior Interventionist</b>, Rashaun Davis, part time 29 hours per week, hourly rate of \$22, total amount \$22,715; (5) <b>Upper School Counselor</b> will work with grades 9th through 11th students to ready students for graduation requirements, assuring college and career readiness. Full time, salary of \$48,502 FTE .35; (6) <b>Extra Time Program</b> for Grades 5 to 11. EPER pay for Instructional staff to provide extra time support to middle and high school students. Hourly rate \$24.75 x 1.5 hours per day x 2 days per week x 15 weeks = \$1,113.75 per teacher x 13 teachers; (7) Odyssey Charter School will provide high quality professional development opportunities to teachers, staff and administrators on curriculum, instruction, assessment and data analysis. OCS will coordinate trainings through research based institutions such as Reading Assist \$1,000, along with providing tools for assessment and data analysis through partnerships with institutions such as the Data Service Center \$15,000. Using STAR 360 suite, as well as iTracker and RAP will assist teachers in providing Response to Intervention (RTI) tools and assessments and support our special education students to enable academic and social success; (8) Grading and Equity Best Practices Training Vendor: Rick Wormeli or similar vendor; (9) Odyssey Charter School will provide equal access to high quality instructional materials and supplies. OCS needs additional materials to ensure equal access to quality materials so that all students achieve success with the Common Core State Standards. Odyssey will integrate edmentum, Formative Loop, or another similar program for RTI support for our Tier II and Tier III students Title II Budget - no budget</p>
Polytech School District	<p>ESSA Requirements - Tier one: Instructional planning and interventions                      - teachers prioritize students for supports in the classroom.                      - push in supports in tier one classrooms                      - IST recommendations for additional classroom interventions and supports                      - Reduced class sizes (for ELA and mathematics)                      - Pupil data support to ensure accurate reporting and analyses                      - Instructional delivery supports provided by the Supervisor of Student Services                      Tier two:                      - referral to RTI Team by the teacher                      - referrals are reviewed by RTI Team to identify additional tier one supports or appropriate tier two/three placement                      - initial placement in an enrichment support class for up to six weeks (90-150 minutes a week based on need) and continual progress monitoring                      Tier three:                      - RTI Team review of tier two student data and placement for services as appropriate                      - specific support classroom services                      - some Tier 3 students are placed in a regular class period for the full year (based on prior year identification and continued need)                      - students identified during the current school year are placed in enrichment up to 5 days a week for 30 minutes.                      - extra time tutoring for all academic classes (after school)(Wednesday morning tutoring)                      - Talented and gifted (see other sections)</p>	<p>Title I Budget - (1) .25% FTE 12-month <b>Supervisor of Student Services</b>, Andrew Wootten, provides curriculum and instructional support as well as services to high need students at POLYTECH High School; (2) Approximately 265 hours of additional clinical <b>counseling services</b> at \$70 per hour through Delaware Guidance to provide mental health counseling services to our students in greatest need; (3) Provide supplemental support to teachers obtaining additional certifications through the passage of additional Praxis exams.</p>
Positive Outcomes Charter School (LEA)	<p>ESSA Requirements - 6.c. Teaching methods appear to be traditional at Positive Outcomes, within the small classes of students. During instruction, though, a dozen strategies may be implemented which differentiate between students with various needs. The teacher may frequently modify the classroom setup. Assignments are given orally and written on the board. The teacher is mobile in the classroom throughout the class period, monitoring student behavior and academic progress. Student performance is evaluated through frequent assessment. The assessment may be administered orally to some students. Teachers may use the same test but grade it differently for different children. Over 60% of our student population has an identified disability with a written Individual Education Plan. Each teacher is responsible for planning, implementing and monitoring the goals for our special education students. Each teacher is also responsible for implementing the accommodations that are listed in each student IEP during instruction and assessment. Teachers are provided numerous professional development opportunities for methods of teaching special education students. Students are provided multiple opportunities to receive remedial supports through after school tutoring, before school meetings and also during lunch.                      The staff of the school meets weekly to discuss the student population. These weekly meetings help the staff to identify students in need of accommodations, increased attention, that are having problems at home, solutions to issues, and strategies to help other staff. These weekly meetings are also attended by the school administration to ensure that our students have access to all of the services that are available to them.</p>	<p>Title I Budget - no specific budget items                      Title II Budget - no budget</p>



LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
Odyssey Charter School (LEA)	<p>ESSA Requirement 6.c.Students who may need additional educational assistance will receive such services through a variety of means. In addition to those students served in the RTI process, daily Enrichment sessions will be provided to "bubble" students who do not meet the threshold for RTI services yet would benefit from on- or slightly below-grade level instruction. Enrichment classes will be small group, flexible, and targeted to the individual student needs. In addition, computer programs will be purchased to provide supplemental individualized instruction suited to students' abilities and needs. The Child Study Team program is being revamped to provide more consistent meetings and feedback to teachers and families to create individualized attention to student needs.</p>	<p>Title I Budget - <b>Extra Time Program</b> for Grades 5 to 11. EPER pay for Instructional staff to provide extra time support to middle and high school students. Hourly rate \$24.75 x 1.5 hours per day x 2 days per week x 15 weeks = \$1,113.75 per teacher x 13 teachers. Odyssey Charter School will provide equal access to high quality instructional materials and supplies. OCS needs additional materials to ensure equal access to quality materials so that all students achieve success with the Common Core State Standards. Odyssey will integrate edmentum, Formative Loop, or another similar program for <b>RTI support</b> for our Tier II and Tier III students. Title II Budget - N/A</p>
Polytech School District	<p>ESSA Requirement 6.c. Tier one: Instructional planning and interventions</p> <ul style="list-style-type: none"> <li>- teachers prioritize students for supports in the classroom.</li> <li>- push in supports in tier one classrooms</li> <li>- IST recommendations for additional classroom interventions and supports</li> <li>- Reduced class sizes (for ELA and mathematics)</li> <li>- Pupil data support to ensure accurate reporting and analyses</li> <li>- Instructional delivery supports provided by the Supervisor of Student Services</li> </ul> <p>Tier two:</p> <ul style="list-style-type: none"> <li>- Referral to RTI Team by the teacher</li> <li>- Referrals are reviewed by RTI Team to identify additional tier one supports or appropriate tier two/three placement</li> <li>- Initial placement in an enrichment support class for up to six weeks (90-150 minutes a week based on need) and continual progress monitoring</li> </ul> <p>Tier three:</p> <ul style="list-style-type: none"> <li>- RTI Team review of tier two student data and placement for services as appropriate</li> <li>- Specific support classroom services</li> <li>- Some Tier 3 students are placed in a regular class period for the full year (based on prior year identification and continued need)</li> <li>- Students identified during the current school year are placed in enrichment up to 5 days a week for 30 minutes.</li> <li>- Extra time tutoring for all academic classes (after school)(Wednesday morning tutoring)</li> <li>- Talented and gifted (see other sections)</li> </ul> <p>During the 2019-2020 school year we will also be developing behavioral/social-emotional interventions.</p>	<p>Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.</p>
Positive Outcomes Charter School (LEA)	<p>ESSA Requirement 6.c.Teaching methods appear to be traditional at Positive Outcomes, within the small classes of students. During instruction, though, a dozen strategies may be implemented which differentiate between students with various needs. The teacher may frequently modify the classroom setup. Assignments are given orally and written on the board. The teacher is mobile in the classroom throughout the class period, monitoring student behavior and academic progress. Student performance is evaluated through frequent assessment. The assessment may be administered orally to some students. Teachers may use the same test but grade it differently for different children.</p> <p>Over 60% of our student population has an identified disability with a written Individual Education Plan. Each teacher is responsible for planning, implementing and monitoring the goals for our special education students. Each teacher is also responsible for implementing the accommodations that are listed in each student IEP during instruction and assessment. Teachers are provided numerous professional development opportunities for methods of teaching special education students. Students are provided multiple opportunities to receive remedial supports through after school tutoring, before school meetings and also during lunch.</p> <p>The staff of the school meets weekly to discuss the student population. These weekly meetings help the staff to identify students in need of accommodations, increased attention, that are having problems at home, solutions to issues, and strategies to help other staff. These weekly meetings are also attended by the school administration to ensure that our students have access to all of the services that are available to them.</p>	<p>Title I Budget - no specific budget items found. Title II Budget -N/A</p>

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
Providence Creek Academy Charter School (LEA)	ESSA Requirement - 6.c. Providence Creek Academy implements the Response to Intervention procedures to provide additional educational assistance to at risk students. Baseline assessments are given at the beginning of each school year. Data is analyzed to identify those student at risk for academic failure. Tiered instruction is provided, as well as progress monitoring, and benchmark assessments. Response to Intervention meetings are held as per requirements. Referrals are made to the Instructional Support Team. Once a plan and strategies are created continued monitoring is conducted with possible educational evaluation occurring as recommended by the team. Providence Creek Academy conducts an after school tutoring program in Reading and Math for students at no charge to parents. Students are identified by teachers and recommended for this program.	Title I Budget - no specific budget items found Title II Budget - no specific budget items found
Red Clay Consolidated School District	ESSA Requirement - 6.c. Our newly adopted strategic plan ( <a href="https://goo.gl/24w5Nn">https://goo.gl/24w5Nn</a> ) includes: * Continued work with BRINC to personalize and individualize learning for each student * Implement RTI for Elementary Mathematics * Tier II and tier III material support work in conjunction with student services * Implement Data Driven Instruction in our priority schools as a model	Title I Budget - (1) EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$5376.00 from Title I); (2) Hire 1 FTE Pre - K teacher at Lewis serving students from the 13 title I attendance zones; (3) Hire 1 FTE Pre-K paraprofessional at Lewis serving students from the 13 Title I attendance zones; (4) (Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October - June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032); (5) Travel for 3 staff to National Youth At Risk Conference -- Savannah, GA 3/3/19-3/6/19 (327/train x 3FTE = \$981, 4 days @ hotel x 285/night x 3FTE = \$3420, Meals 75/day x 4 days x 3FTE = \$900); (6) Develop a contract with the University of DE College of Education and Human Development to support year 2 of teachers' professional development, coaching and reflection strategies to impact early literacy needs (\$17,500/school x 2 schools); (7) Contract with company to provide transportation for extended day programs in Title I elementary schools (\$5000 x 10 schools); Registration for 4 staff to Kansas City, MO to attend the National Title I Conference to provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards and advance parent engagement. 4 staff x \$600); (8) Registration for 2 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (2 FTE x Registration fees (\$595); \$1190 total) PD priority 1,2,3,4; (9) (Title I PK transitions to K) Purchase materials for PreK to K Transition meetings (October - May) 5 sessions x \$100/session: \$500); (10) Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (est Avg cost \$500/school - based on need) (reading & math materials) Title II Budget - (1) ASCD Conference
Seaford School District	ESSA Requirement - 6.c. Because we have Focus Schools and Watch List schools in the district we have hired extra support staff to work with our most struggling students. Reading teachers and intervention specialists have been hired to work with struggling students in a small group setting. Our intervention staff have all been trained by UD and district level staff.	Title I Budget - Substitutes for K registration; (2) Hotel and travel costs for recruitment events (2 events X \$2000 an event) to ensure that the district has a wide range of diverse candidates in its pool; (3) Contract with Del-Tech and College Board for PSAT Tests and Dual Enrollment Courses; (4) Registration fees for National Conference (AASA and ASCD); (5) Registration for 6 recruiting events; (6) Contract with Delaware Guidance for a mental health clinician to provide support for staff and students for emotional, behavioral, and instructional needs; (7) Purchase Chromebooks to support Schoology, Edgenuity, and the Illuminate assessment system Title II Budget - no budget
Smyrna School District	ESSA Requirement - 6.c. The Smyrna School District has several program such as System 44, Read 180, iRead, and Math 180 for students who are falling so far behind they find it difficult to make gains and meet the demands of the regular classroom. The district also provides different placements for struggling students making the student teacher ratio smaller and the instruction more intense. Preventative measures for truancy begin after a student ha reached three unexcused absences. The Smyrna PBS team will meet regularly to discuss behavior concerns and how to potentially resolve the issues so that students may be successful. District-wide individual schools will target on a group of African American males that are in the Achievement Gap group. The focus will be related to the Lost Boys practical tools gained from attending a Lost Boys seminar. K-6 students have a Reading and Math Specialist in the building to support RtI.	Title I Budget - (1) Supervisor for Special Instruction Marcia Mayhew 50% Title 1 and 50% IDEA; (2) Special Services Director IDEA and Title 1 Dr. Rachael Rudinoff 70% IDEA and 30% Title 1 Title II Budget - no budget
Sussex Academy (LEA)	ESSA Requirement - 6.c. Students who need additional assistance may be placed in RTI groups or classes with targeted skills instruction for meeting the content standards. Additionally, they may be placed in classes where there is the assistance of a paraprofessional. They may also be offered before school and after school academic assistance.	Title I Budget - no specific budget items found Title II Budget - (1) Travel for IB PD; (2) Estimated amount for supplies and materials for on-site and off-site PD. For example, IB sample materials and manuals needed for off-site training, supplies and material for on-site PLC to develop both common assessments and curriculum maps which align with Common Core, New Generation Science Standards, and IB curriculum.

LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
<p><b>Providence Creek Academy Charter School (LEA)</b></p>	<p>ESSA Requirement 6.c.Providence Creek Academy implements the Response to Intervention procedures to provide additional educational assistance to at risk students. Baseline assessments are given at the beginning of each school year. Data is analyzed to identify those student at risk for academic failure. Tiered instruction is provided, as well as progress monitoring, and benchmark assessments. Response to Intervention meetings are held as per requirements. Referrals are made to the Instructional Support Team. Once a plan and strategies are created continued monitoring is conducted with possible educational evaluation occurring as recommended by the team. Providence Creek Academy conducts an after school tutoring program in Reading and Math for students at no charge to parents. Students are identified by teachers and recommended for this program.</p>	<p>Title I Budget - no specific budget items found. Title II Budget -N/A</p>
<p><b>Red Clay Consolidated School District</b></p>	<p>ESSA Requirement 6.c.Our newly adopted strategic plan (<a href="https://goo.gl/24w5Nn">https://goo.gl/24w5Nn</a>) includes:                      * Continued work with BRINC to personalize and individualize learning for each student                      * Implement RTI for Elementary Mathematics                      * Tier II and tier III material support work in conjunction with student services                      * Implement Data Driven Instruction in our priority schools as a model</p>	<p>Title I Budget - Travel for 3 staff to National Youth At Risk Conference -- Savannah, GA 3/3/19-3/6/19 (340/flight x 3FTE = \$1020, 4 days @ hotel x 285/night x 3FTE = \$3420, Meals 75/day x 4 days x 3FTE = \$900) Registration for 4 staff to Atlanta, GA to attend the National Title I (ESEA) Conference to provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards and advance parent engagement. 4 staff x \$659) Registration for 3 staff to National Youth At Risk Conference- Savannah, GA (430 x 3 staff)Title II Budget - Hire 1 FTE Classroom Teacher (Highlands)</p> <p>Title II Budget - <b>Name of Teacher:</b> Stephanie Levin                      Grade-Level: This staff member will support <b>reading intervention</b> for tier 3 students in grades K – 5 at Highlands Elementary. This support will reduce the size of intervention groups at each grade level as outlined below:</p> <p>Ratio of Grade Level before the addition of the FTE:                      Name of Teacher: Michelle Shaw</p> <p>Grade-Level: This staff member will support <b>reading intervention</b> for tier 3 students in grades K – 5 at Richey Elementary. This support will reduce the size of intervention groups at each grade level as outlined below: Name of Teacher: Javonna Rhodes</p> <p>Grade-Level: This staff member will support <b>reading intervention</b> for tier 3 students in grades K – 2 at Shortlidge Academy (Note: Shortlidge's Grade Configuration is K-2). This support will reduce the size of intervention groups at each grade level as outlined below:</p> <p>Evidence based research:</p> <p>Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Richey, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.</p>
<p><b>Seaford School District</b></p>	<p>ESSA Requirement 6.c. Because we used to have Focus Schools and currently have Watch List schools (TSI 2 schools) in the district we have hired extra support staff to work with our most struggling students. Reading teachers and intervention specialists have been hired to work with struggling students in a small group setting. Our intervention staff have all been trained by UD and district level staff.</p>	<p>Title I Budget - no specific budget items found. Title II Budget -N/A</p>
<p><b>Smyrna School District</b></p>	<p>ESSA Requirement 6.c. The Smyrna School District develops and individual plan for each student that consistently does not meet grade-level benchmarks and have been determined to need help in meeting them. A school-based solution team reviews that data and relevant information in order to develop an individualized intervention plan for each student. The team will recommend a course of intervention; the mode, intensity, and duration of which is based on the unique needs of the student.</p> <p>The progress of these students is monitored and analyzed by the solution team in order to make mid-course corrections, amendments, or other changes to the plan. The data review process not only monitors the progress of the identified students but also looks for others that may have fallen behind as well.</p> <p>The Smyrna School District has several specialized programs for students who are falling so far behind they find it difficult to make gains and meet the demands of the regular classroom. The district also provides different placements for struggling students making the student teacher ratio smaller and the instruction more intense. Preventative measures for truancy begin after a student has reached three unexcused absences. The Smyrna PBS team will meet regularly to discuss behavior concerns and how to potentially resolve the issues so that students may be successful.</p>	<p>Title I Budget - no specific budget items found. Title II Budget -N/A</p>
<p><b>Sussex Academy (LEA)</b></p>	<p>ESSA Requirement 6.c. The Strategic Plan recently adopted includes Individualized Education Plans for all students enrolled at Sussex Academy.Students who need additional assistance may be placed in RTI groups or classes with targeted skills instruction for meeting the content standards. Additionally, they may be placed in classes where there is the assistance of a paraprofessional. They may also be offered before school and after school academic assistance.</p>	<p>Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.</p>

LEA / Charter School	2019 Evidence - CGA Item Number or Section	2019 Evidence - CGA Budget
Sussex Montessori (LEA)	New LEA	New LEA
Sussex Technical School District	<p>ESSA Requirement - 6.c. Sussex Tech will monitor the students' progress in meeting challenging State academic standards via the following:                      Consistent review of gradebooks, assessments, and assessment data by administrative staff and PLC members                      Review of data from PSAT and SAT assessments                      Review of data from DPAS II, Component V pre/post assessments                      Consistent review of marking period progress by counseling staff and suggestions for students to be part of the Instructional Support Team list</p>	<p>Title I Budget - (1) <b>Techademic coaching</b> for extra instructional support and help with students in core content areas outside of regular school day; Sussex Tech core content teachers provide instructional support; 9 teachers for 30 sessions each @ 42.25 per hour; (2) District-Wide 2-day Training in Diversity and achieving racial equity. Vendor is Courageous Conversations. \$12,000 contract; (3) Widener University online course instructors for Widener University Sociology, Psychology, and American Civilization dual enrollment courses through Early Career and College Partnership program; vendor: Widener University; cost: \$3200 per course; quantity: 10 instructors; (4) Student enrollment in Delaware Technical and Community College dual-enrollment coursework through Early Career and College Partnership program; vendor: DTCC; cost: \$2000 per course/section taught by Sussex Tech adjunct (quantity = 8 sections); \$4200 per course/section taught by DTCC instructor (quantity = 3 sections); (5) Anti-Bullying presentation for student body; prevention materials, education, and guest speaker                      Title II Budget - no budget</p>
Thomas A. Edison Charter School (LEA)	<p>ESSA Requirement - 6.c. Once academic benchmark data is analyzed at the midpoint of each marking period, all parties (students/families/teachers/staff/administration) collaborate in coming up with and carrying out appropriate academic supports in an effort to help these individual students meet challenging academic standards set forth by the state. Support will be provided by Reading Assist Institute who will provide tutors to help struggling students with significant academic challenges learn the basic mechanics of reading. Reading Assist Institute will also train tutors, parents, and teachers in an evidence-based, multisensory, structured approach to literacy education. In addition, TECS will also schedule one-on-one time with our reading specialist, and incorporate such programs as TenMarks Math Premium to assist our students who are at risk in that academic subject. We will also encourage these students to participate in our After School program which has built-in academic support time.</p>	<p>Title I Budget - (1) Structured high school and <b>college visits</b>, both for students and their families. Assist 7th and 8th grades students and parents with information in selecting high schools by visiting schools with planned activities. Buses for student/parents/staff transport \$5,000. TECS will visit Delaware votech &amp; private high schools. Also visits to Delaware State University, University of Delaware, Morgan State University, Baltimore, MD, Lincoln University, Lincoln University, PA; (2) Funds to be used in <b>recruiting and retaining teachers</b> (Teach for America); (3) Funds will be used to contract with Reading Assist Institute to provide tutors to help struggling students with significant academic challenges learn the basic mechanics of reading, train tutors, parents, and teachers in an evidence based, multisensory, structured approach to literacy education                      Title II Budget - To pay staff for extra <b>professional development</b> obtained on weekends, during the summer and after school, such as Franklin Covey Leader in Me, Kagan, Achieve3000 Differentiated Solution, UD Writing/Literacy Coaching and UD Bookworms. PD must be approved by Head of School. \$35 per hour; (2) Kagan Cooperative Learning - 5 days PD workshops &amp; 2 days coaching. Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues</p>
Woodbridge School District	<p>ESSA Requirement - 6.c. The district operates a thorough RTI-IST process where students are screened 3 times in the school year and then given additional academic supports if needed due to not performing on grade level. This process is also used to identify students for Special Education if needed where additional supports are then given through an IEP.</p>	<p>Title I Budget - (1) Fund 1 EPER position for <b>Coordinator of New Teacher Induction Program</b> for teacher retention; (2) Provide travel and lodging for up to 10 staff for a conference to learn implementation strategies for creating high achievement specifically for middle and high schools (Example Conference - NASSP, ASCD, Literacy Conference, Model Schools); (3) Provide funds for <b>CPI training</b> for staff to become trainers (1 per school) in handling students in a safe and effective manner when needed; (4) up to 2 teachers for content Advance Placement training in Math, Science, English Language Arts, Social Studies, and/or World Language (\$1100 per teacher); (5) Provide funds for <b>Math Intervention Program (SPLASH Math)</b> for K-2 students during RTI periods; (6) Fund contract with Gifted and Talented Instructor Vendor for training and curriculum development for up to 4 teachers to gain Gifted and Talented certification. (\$150/course - 4 courses in certification); (7) Provide funds for Assessment Bank (Illuminate Education) or Eureka Math Digital Assessments for teachers for build standards aligned assessments to support classroom instruction and RTI progress monitoring for all grades K-12.</p>

LEA / Charter School	2020 Evidence - CGA Item Number or Section	2020 Evidence - CGA Budget
Sussex Montessori (LEA)	New LEA	New LEA
Sussex Technical School District	ESSA Requirement 6.c. Sussex Tech utilizes Techademic after-school opportunities for students to receive additional academic help. Techademic courses run Monday through Thursday after school for 2 1/2 hours, busing is provided, and students have access to technology and a content-area teacher for additional support. Additionally, Sussex Tech offers Algebra I Plus and English 9 Plus for students who struggle to meet year-one math and English standards. These courses meet for a double period to give additional assistance in these content areas.	Title I Budget - Techademic coaching for extra instructional support and help with students in core content areas outside of regular school day; Sussex Tech core content teachers provide instructional support; 9 teachers for 30 sessions each @ 42.25 per hour. Title II Budget - N/A
Thomas A. Edison Charter School (LEA)	ESSA Requirement 6.c. Once academic benchmark data is analyzed at the midpoint of each marking period, all parties (students/families/teachers/staff/administration) collaborate in coming up with and carrying out appropriate academic supports in an effort to help these individual students meet challenging academic standards set forth by the state. Support will be provided by Reading Assist Institute who will provide tutors to help struggling students with significant academic challenges learn the basic mechanics of reading. Reading Assist Institute will also train tutors, parents, and teachers in an evidence-based, multisensory, structured approach to literacy education. In addition, TECS will also schedule one-on-one time with our reading specialist, and incorporate such programs as Dream Box math to assist our students who are at risk. We will also enroll these students in our After School program which has built-in academic support time.	Title I Budget - no specific budget items found. Title II Budget - no specific budget items found.
Woodbridge School District	ESSA Requirement 6.c. The district operates a thorough RTI-IJT process where students are screened 3 times in the school year and then given additional academic supports if needed due to not performing on grade level. This process is also used to identify students for Special Education if needed where additional supports are then given through an IEP.	Title I Budget - Provide funds for 1 contract with Edmentum that will supply universal screener (Exact Path), progress monitoring and online remediation and original coursework in ELA, Math and Science. All resources embedded withing this platform are common core aligned and tailored to provide each student with an individualized learning path in ELA, Math and Science for all students K-12. Provide funds for Math Intervention Program for K-2 students called Splash Math. Contract will extend for 2 years. Title II Budget - No specific budget items found.